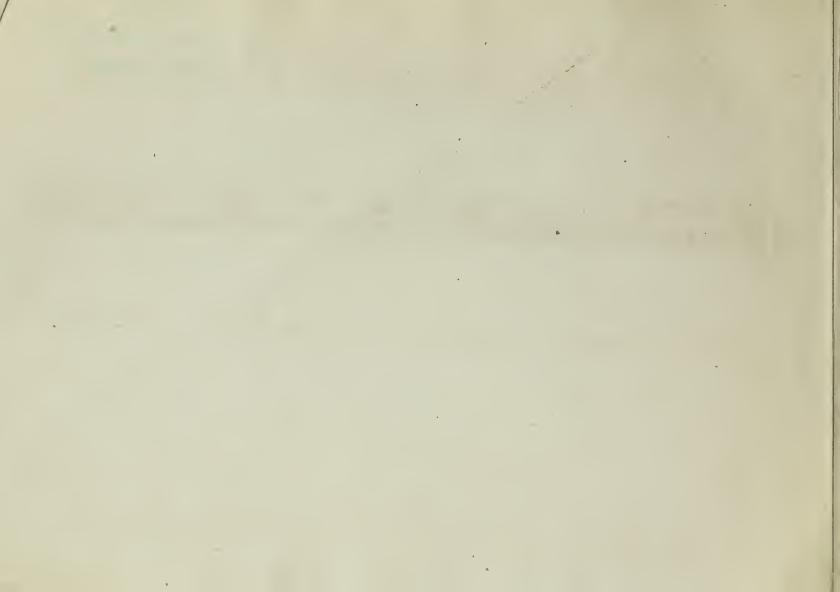




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THE

WEW WUSICAL QUIVER.

A CHOICE COLLECTION OF

SACRED & SECULAR MUSIC

for

Singing Classes, Institutes, Conventions & Choral Societies,

By L. S. LEASON and W. A. LAFFERTY.

PUBLISHED BY

J. Church & Co.,

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CINCINNATI.

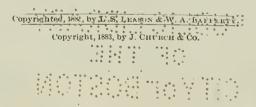
CHICAGO.

The Ottor Divisor Di-

PREFACE.

The authors having been often urged to give publicity to music that has been accumulating upon them, consenting to comply with these requests hereby send forth some arrows from their Musical Quiver. There are so many able expositions of theory, (among those works especially adapted for the use of teachers, the sine qua non in the repertory of instruction, we may mention Dr. George F. Root's "Normal Musical Hand Book," Dr. H. R. Palmer's "Rudimental Class Teaching," and Prof. N. Coe Stewart's "Elementary Singing Teacher,") that we have concluded to omit our methods of instruction, simply giving a few devices that have been found to be practically helpful, and to which we invite attention. Teachers will find, we think, the singing school department more complete and better graded than any book ever offered to the public. We call attention to the index of this department, supplying a want long felt by every musical instructor. Our glees, which are unusually bright, sparkling and buoyant, will awaken enthusiam in any class. The department of church music will be found to be exceptionally full. The anthems will be found varied of plain and also of intricate structure, suitable to all occasions, social, devotional and national. We ask especial attention to our choruses, classical and yet simple, they can be used by every teacher, and yet delight the most advanced student. Thanking the contributors who have aided us with excellent material, we send forth the Musical Arrows from our Quiver, hoping that some at least, may be helpful in the hands of the Musical Archers who aim to strike the target of a high culture in the noble art of music.

L. S. LEASON. W. A. LAFFERTY.



SINGING SCHOOL DEVICES.

After the class has become familiar with the relative or numeral same practice may be repeated using the syllables alternately with exercises:-

1st. Call the numeral names of the tones of some familiar tune and so on through the tune, calling and singing alternately, preserving the duet. The class may apply the sylables do, re, mi, etc.

2nd. If the teacher plays an instrument, let him call one, and as the pupils sing this tone, he may sing three, and play five, and so continue through the tune preserving the trio.

some familiar duet, or improvise one; then let the first division sing the quadruple, then triple. lower series of tones, and the second division the upper series, for example: Call one three; and after the class sing, call two four; and so on through the exercise; the singing alternating with the calling. This should be done with as great rapidity as possible. After the pupils are able to do this well, the teacher may call as before, and accompany the class by singing Bass and playing Tenor, and this will gradually familirize them with the full harmony and give them confidence and independence.

4th. This device we employ to teach the class to sing with equal facility in all keys from the first. Represent one by the first line; it second division the crayon. will then be found that three, five and seven are represented by lines, and

juveniles the following illustration may be necessary at first, $\frac{5-6}{5}$

with the spaces. It will be seen that when one is represented by a line

names, and can sing with ease ordinary intervals in the key of "C," the numerals. We would suggest that the teacher simply have the pupils teacher can catch the attention and improve the pupils by the following read without singing during these exercises as it would be too complicated to do both just at present; and furthermore, with a view of establishing absolute pitch in the minds of the pupils, it would be necessary to change to the key corresponding with the representation, sing or play with the class, in duet form, for example; Call one, and which would consume too much valuable time for the benefit derived while the class sing that tone, let the teacher sing or play three; and therefrom. Five minutes of each session will be sufficient for this drill. As soon as the class can sing at sight an easy tune in the key of "C" the teacher can explain that the right hand sharp is on the degree that represents seven, and the right hand flat on that of four. Five minutes practice will enable them to find "do" in any key and the teacher will find that they will read equally well in all keys and thus the teacher can select the easy tunes in the different keys and grade the work in 3d. Divide the class into two divisions; call the names of the tones of reference to rhythm only, taking of course double measure first, then

> 5th. Before singing in a new key, practice illustrations from the poard as given in device number 4, requiring now the class to sing as well as read, also practice some familiar inclody in the same way pointing to the degrees that represent its tones. The class will have learned to read as suggested in device number 4, also to sing these intervals in the imitation or vocal training exercises of each lesson and now they will find no trouble in combining the two.

> 6th Perform a duet in this way, first division following the baton, the

7th Reverse the blackboard and cause the books to be closed. The two, four, six and eight by spaces. Practice slowly, pointing first to the teacher makes the following statement and gives the following directions. lines, then to the spaces, the class giving the numeral names. For "One is represented by the second line, sing the tone represented by the second line, third line, fourth line, third space." etc. The class singing after each direction. Let the teacher call rapidly, requiring as active exercise of the mind as is possible without causing mistakes. A Let the teacher go by easy steps practicing first with the lines and then duet may be practised in the same way, for example, the teacher calls "second line, third line" quickly, but distinctly, requiring the class to that all of the tones named by the names of the old numbers are respond immediately; division number one singing the tone represented represented by lines, and those named by the names of the even numbers by the second line, and division number two the tone represented by by spaces. Then represent one by the second line, afterwards first space the third line, and so on performing the duet. It will give variety to and so continue until one has been represented by each degree. The the exercise if the class stand, the one who makes a mistake sitting

he will be surprised at the facility the class will have in reading.

8th. After the introduction of measures and the class has some facility in counting and describing, the teacher may test their independence by counting and beating wrong while the class are practicing.

9th. Have them beat and describe striking the left hand at the first beat of each measure. Practice until the report from all the hands is similtaneous.

10th. Practice in the same way, first division commencing, second division coming in one beat later then the first, the third division one beat later than the second, the fourth division one beat later than the confusion is to make the pupils self-relient, each one depending upon himself alone.

quadruple, then triple and quadruple. They will all fail at first, but they can read and sing a little, they will be pleased and anxious to learn tell them to come prepared to perform it at the next session. Beating the science. The theory is essential that the class may sing inteligently pupil can thus beat two different kinds of measure at the same time, he reached without marring the interest and improvement of the class. will have no trouble with one.

down. But practice slowly and avoid causing any to sit down if | 12th. Improvise a simple melody marking the accent very strongly; possible. The above practice will soon photograph the staff upon the after a few measures require the class to indicate the measure by memory so that if the teacher turn to any easy tune, in the new key, counting. While they are counting let the teacher continue singing or playing but change to a different variety of measure, and require the class to discover the change and follow as quickly as possible. This exercise can be made more difficult by using eighth, dotted eighth, and dotted quarter notes; also compound triple, and quadruple measure.

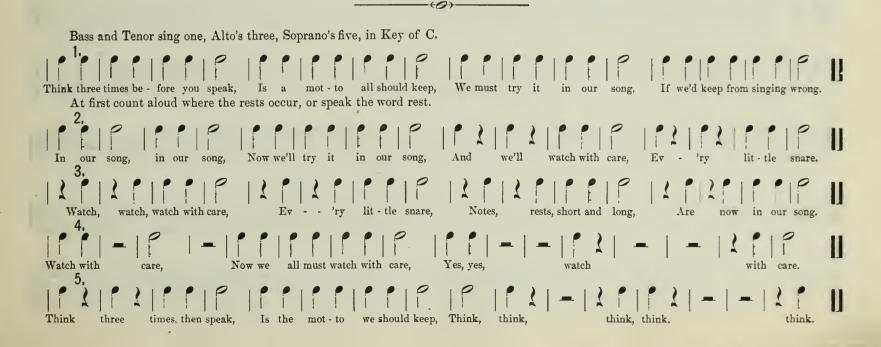
> 13th. In the practice of simple tunes require the class to sing and count alternately at first, change at the beginning of a measure afterwards at any point in a measure.

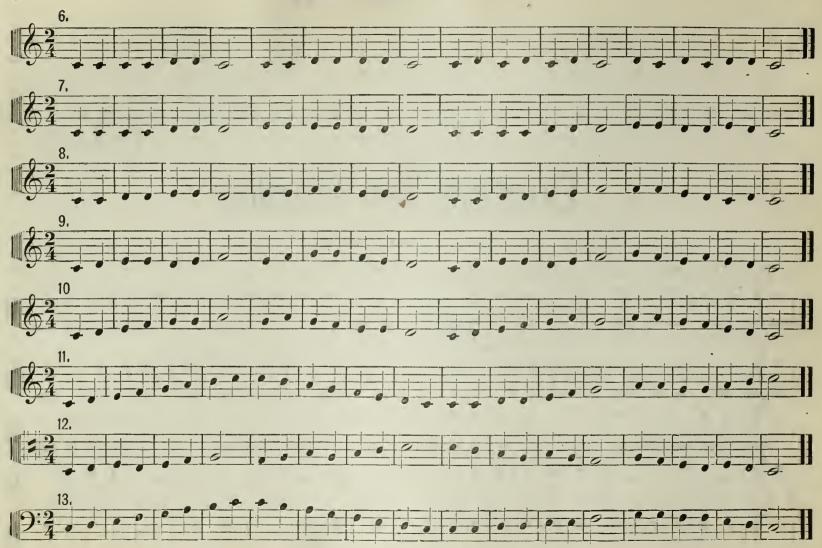
14th. After the class has practiced in all of the keys with double, quadruple and triple measure, using quarter, half, dotted halfand whole notes with their corresponding rests. Introduce absolute names, and new keys as illustrated in Dr. Geo. F. Roots "Normal Musical Hand third; each beginning at the first of the measure. The object of this Book" The teacher will find that it will be more interesting, better understood, and will require not more than one third of the time necessary if attempted earlier in the term. For they will see that they can learn 11th. Practice beating double and triple measure together. Double to read music without first learning the absolute names, the degree that with the left hand and triple with the right. Then double and represents each the why and wherefore of the new keys; and now that time will then become the rage at home and elsewhere. When the and should be explained at the earliest possible moment that can be "Little theory and a great deal of practice"



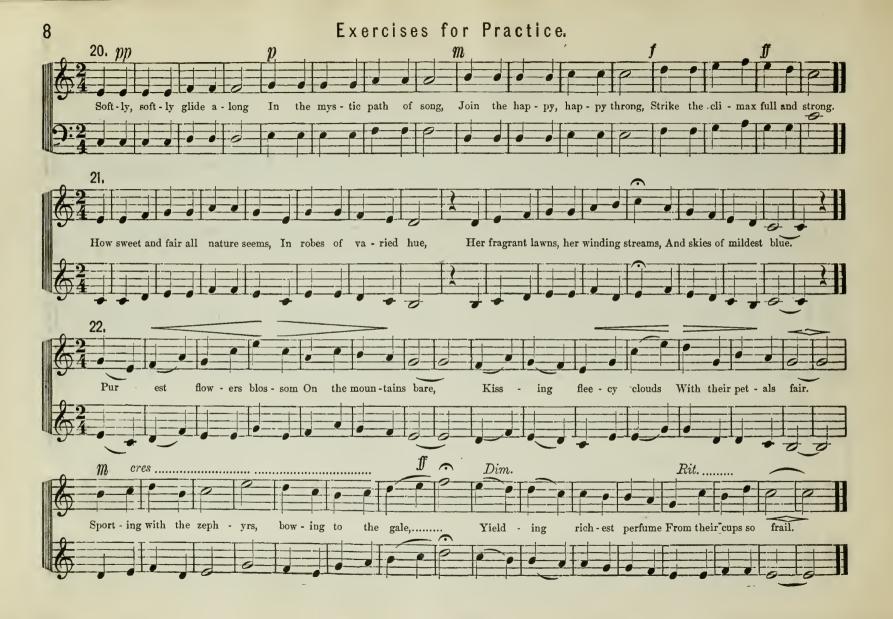
2 Key of C. Pages 5, 6, 7, 8, 14, 15, 19, 22, 23. Key of G. 26, 28, 29, 96, 122. Key of D. 31, 32, 33. Key of A. 36. Key of E. 40, 41. Key of F. 45. Key of E. 52. Key of D. 56, 119. 2 Key of C. 17. Key of F. 128. Key of B. 9, 128. 4 Key of C. 9, 10, 11, 16, 20, 21, 24, 122, 93, 70, 130. Key of G. 27, 30, 129, 134, 84. Key of D 31, 124, 74. Key of A. 36, 37, 38 133. Key of F. 46, 48. Key of B. 49, 50. Key of E. 53, 58. Key of A. 55, 126. 4 Key of C. 12, 16, 21, 59. Key of G. 28, 121. Key of D. 34. Key of A. 37. Key of E. 40, 43. Key of F. 45, 130. Key of B. 122, 127. Key of E. 52, 54, 126, 132. Key of A. 118. Key of D. 56, 123. 2 Key of C. 75, 125. Rey of G. 119. Key of F. 122. 4 and 6 Key of C. 13, 17, 25, 57. Key of D. 35. Key of A. 39. Key of E. 42. Key of B. 44. Key of F. 47. Key of B. 51, 62. 4 A minor, 17. 3 26. 4 46. 9 133.

Exercises For Practice.



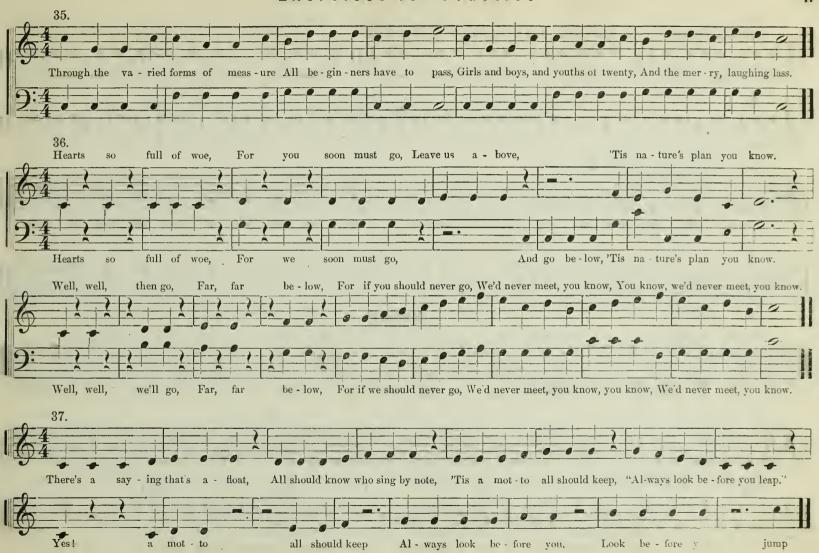


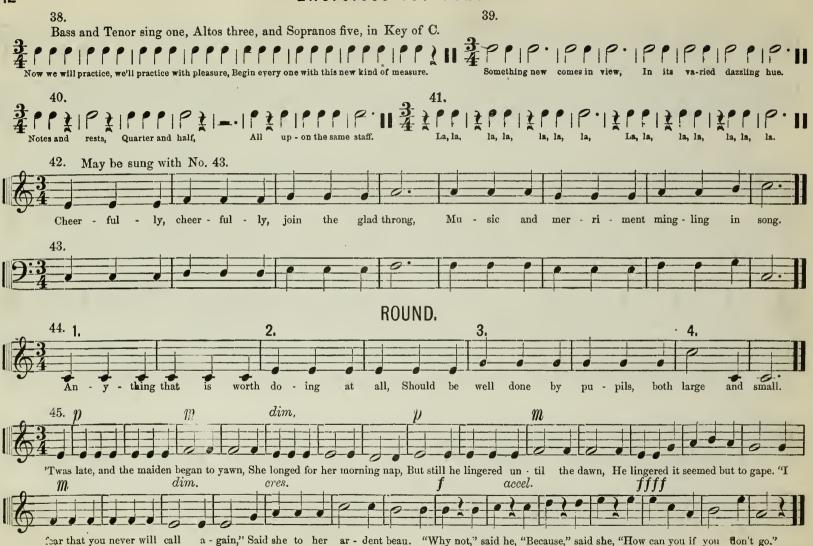




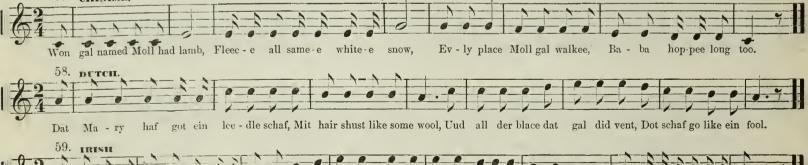
Bass and Tenor sing one, Altos and Sopranos three, in Key of C. Practice with syllable La. Fol - low, fol - low me, Fol - low, fol - lo Soprano and Tenor sing first half, Alto and Bass last half of the following exercises. Come this way, come this way, First we'll work and then we'll play; As you say, we'll o - bey, For we know you'll have your way. Fol-low me, fol-low me, If strange sights you'd like to see; Here we come, here we come, 'Tis not work, 'tis on-ly fun. count the time In the mind Yes. in the mind So we find. 27. AIPPPAIRAPAIPPPAIRAPAIPPPAIRAPAIPPPAII. Fol - low, fol-low slow, In the way we go Yes, we'll fol-low slow In the 28. the path, Try which is half, We'll keep the path, If you don't laugh.



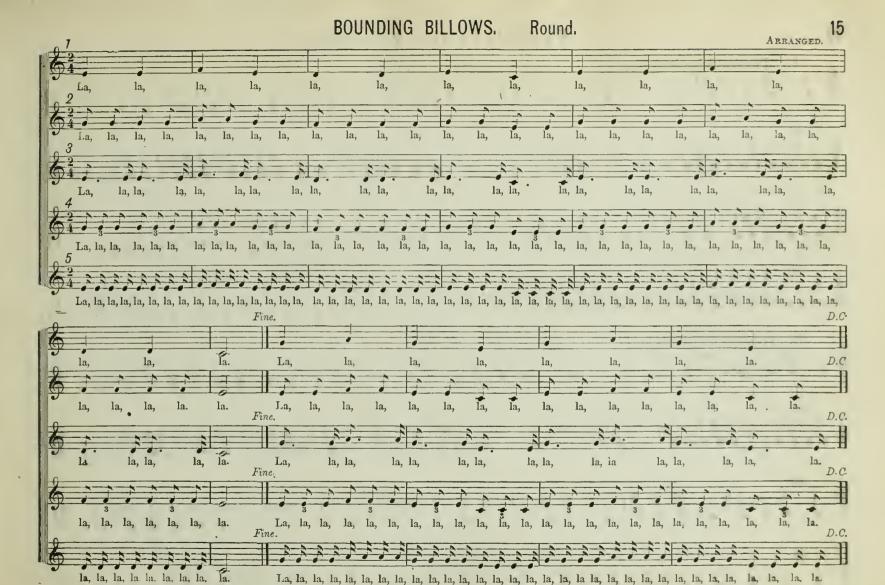




46. Bass and Tenor sing one, Alto's three, and Soprano's five in Key of C. 47. Grace - ful - ly float - ing Hear the low mur-mur-ing Join-ing the great hap . py throng, Mu - sic and mirth we'll pro - long. Sparkling and bright in the shim-mer-ing light, Hear the gay riv - u - let glid-ing a - long, Giv - ing it's mite with the wildest delight, To the glo-ri-ous o-cean of song. Out of the clouds, the cold gray clouds, the cheer - ful sun is peep - ing, Catching the wail of the sor-row - ful winds O - ver the bright leaves weep - ing.

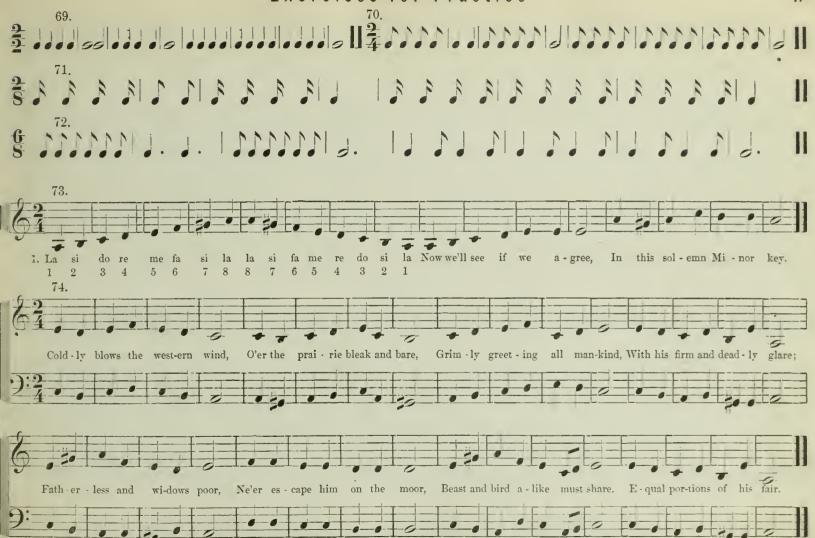


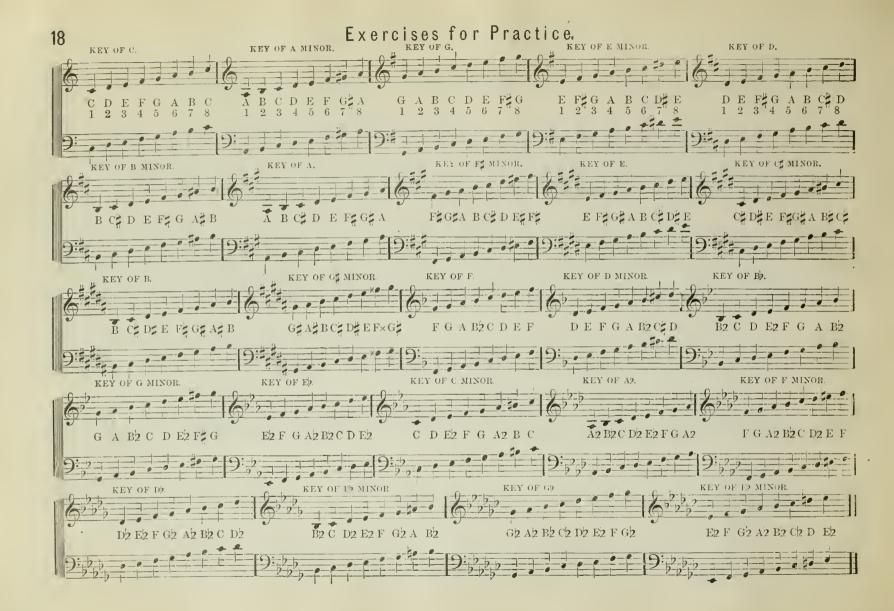
Mary had a little shape, And the wool was white entirely, And whenever Mary would stir her sthumplis, That young shape would follow her complately.



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65. Practice with syllable La.

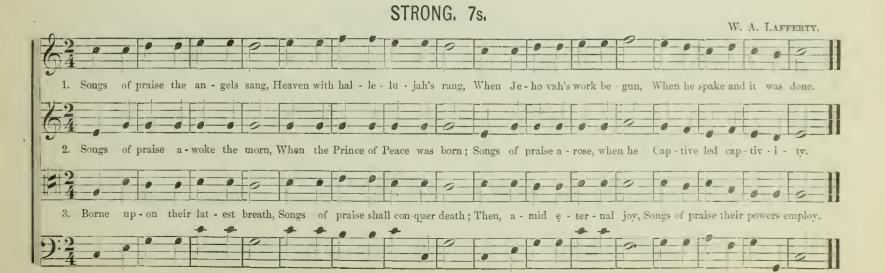


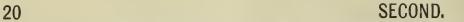




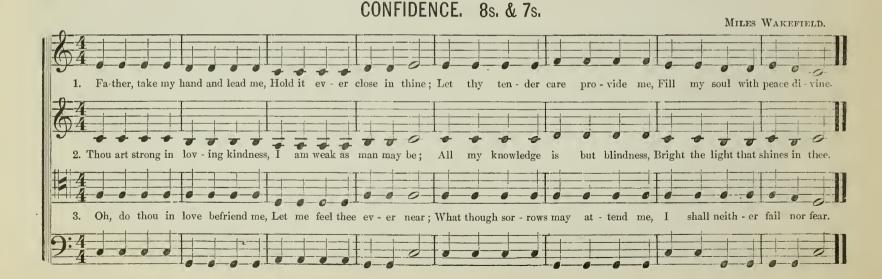


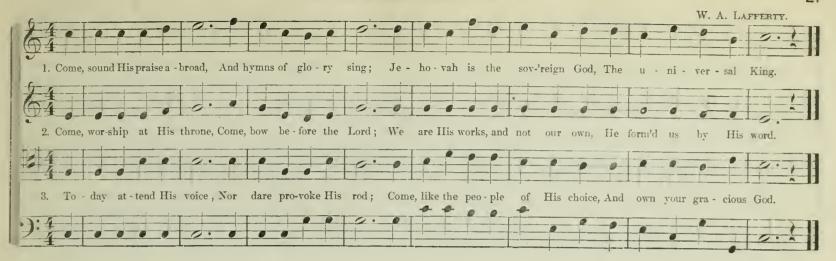


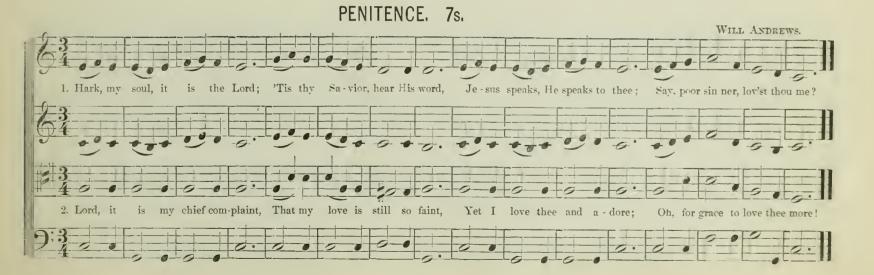


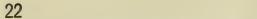


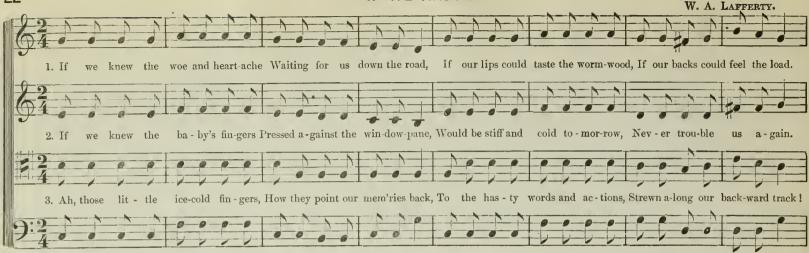




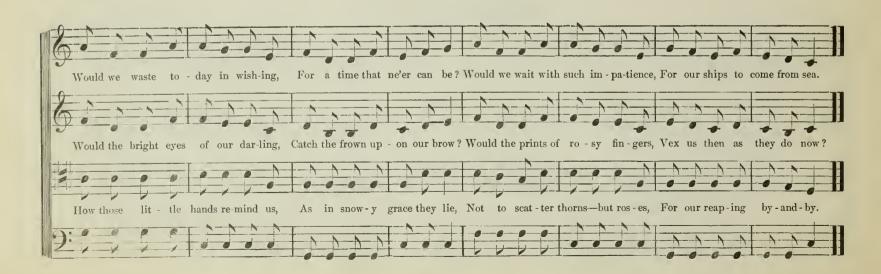


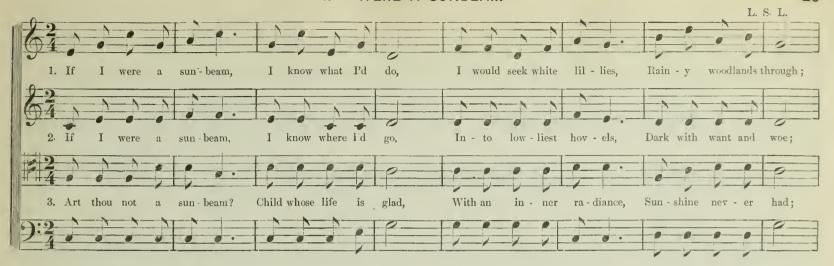


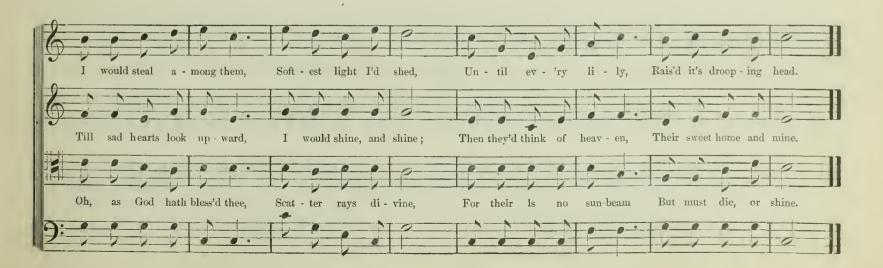




IF WF KNEW.





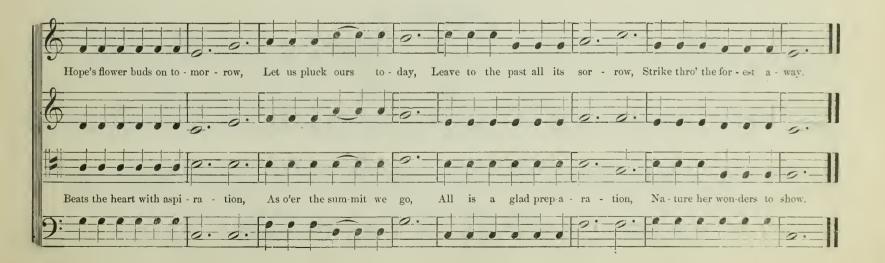


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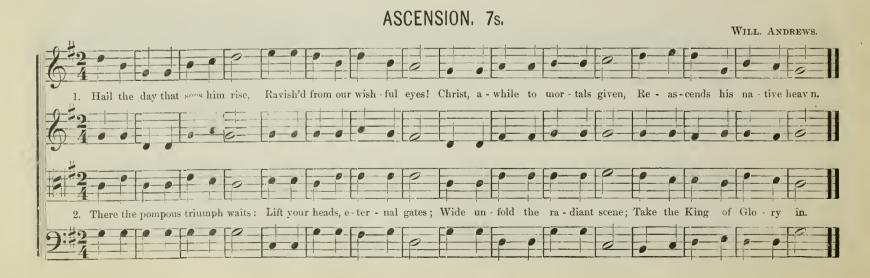






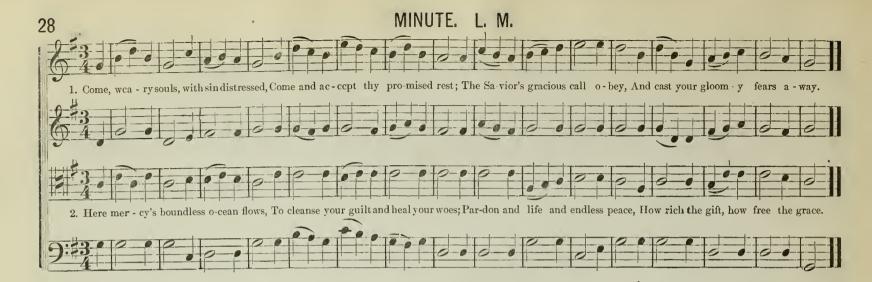




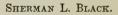


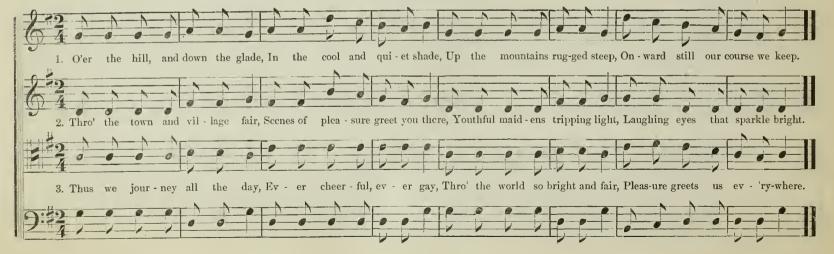
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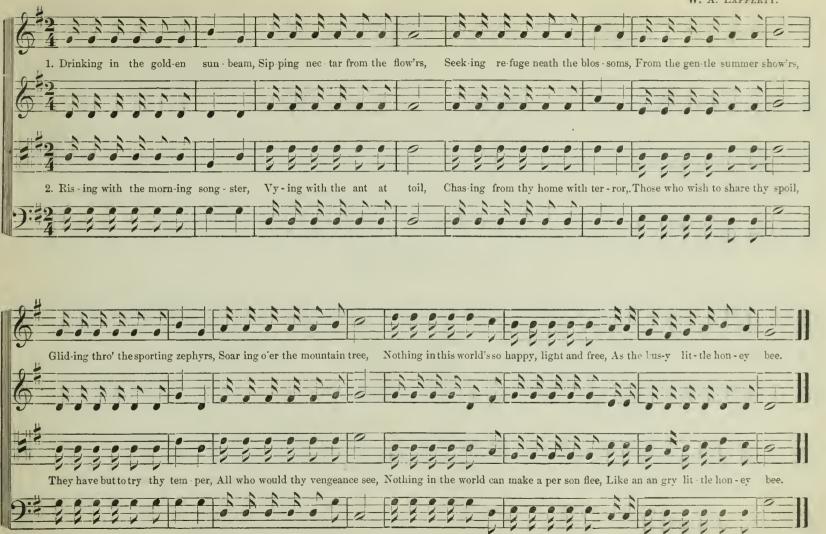


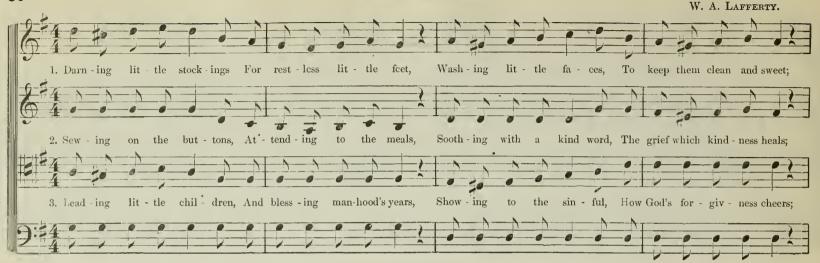
THE WANDERER.

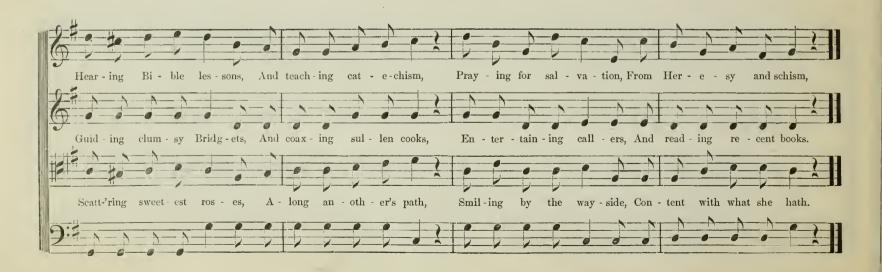


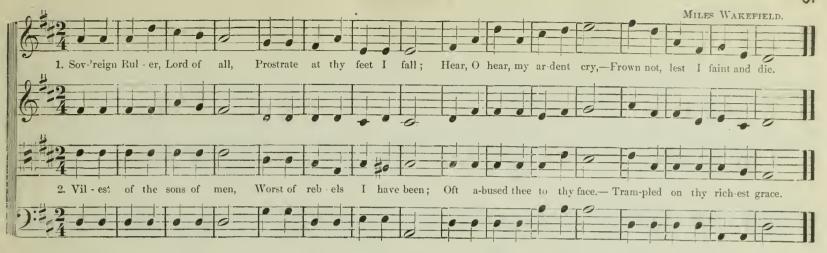


W. A. LAFFERTY.

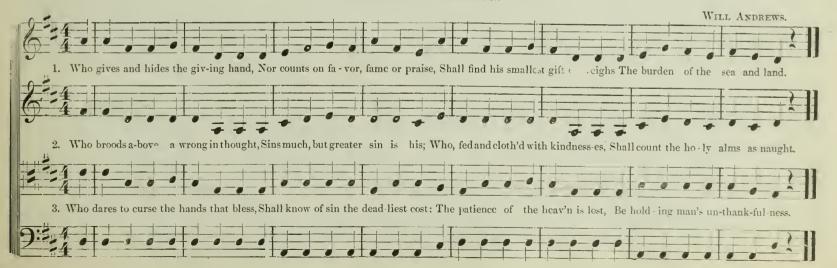








GIVING AND TAKING.

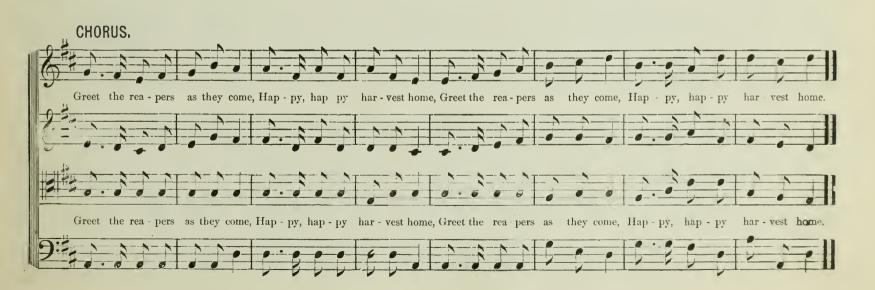


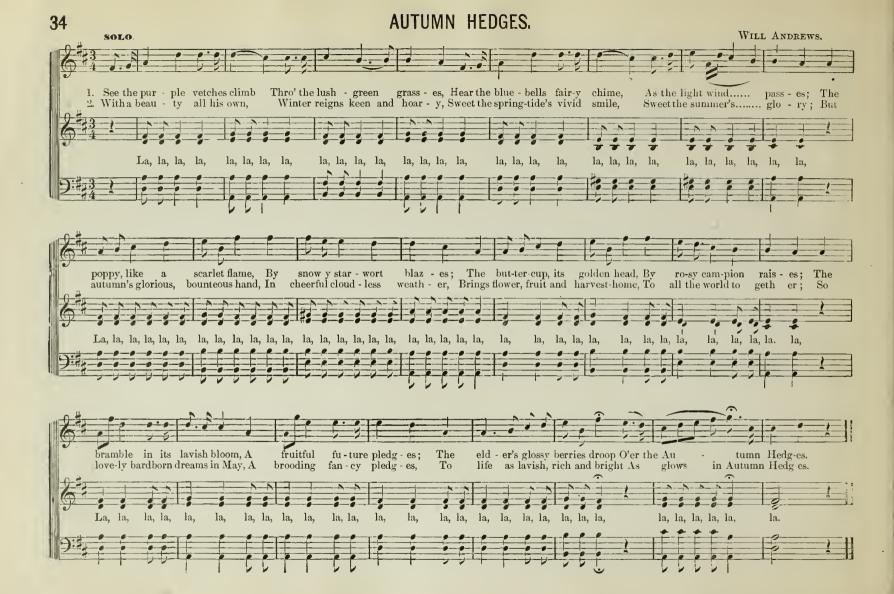
HAREBELLS.



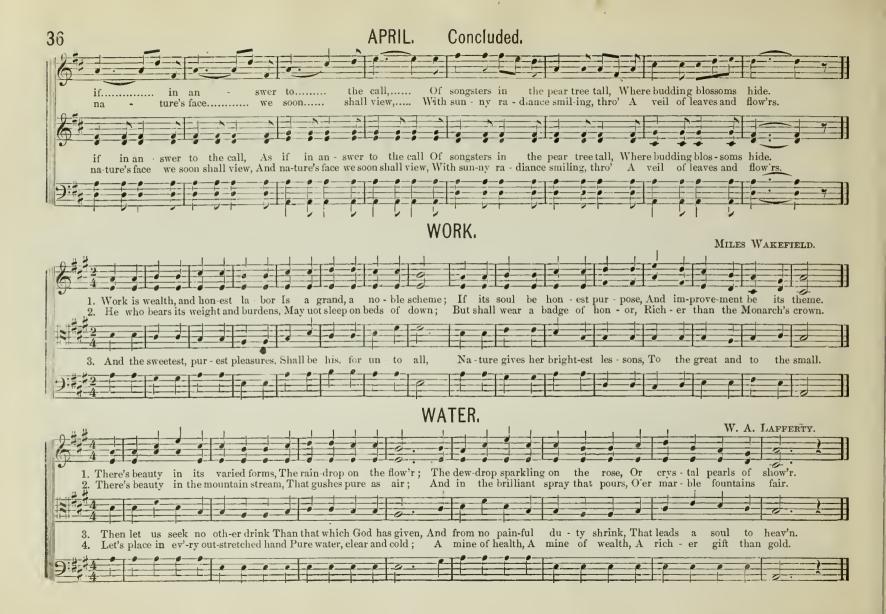






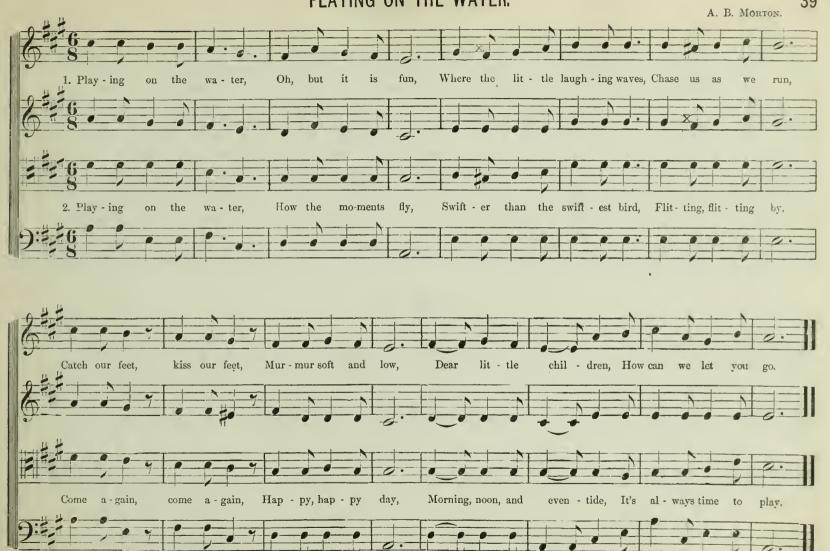






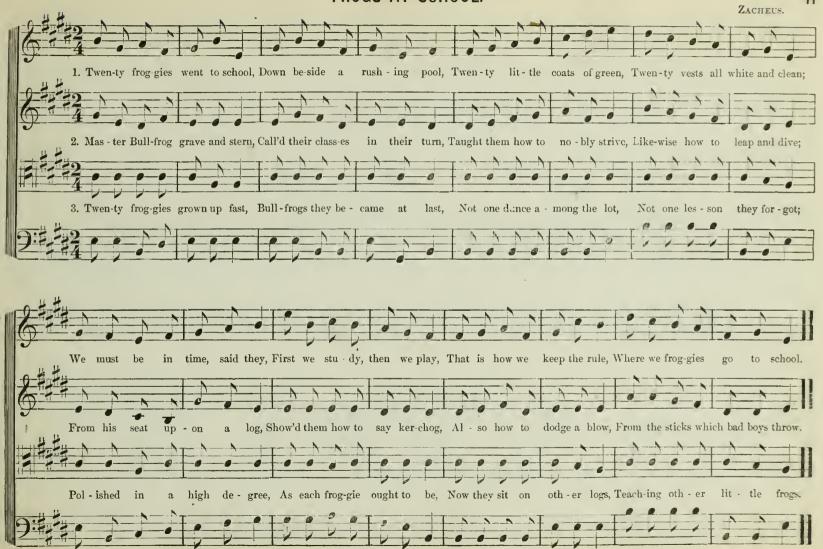


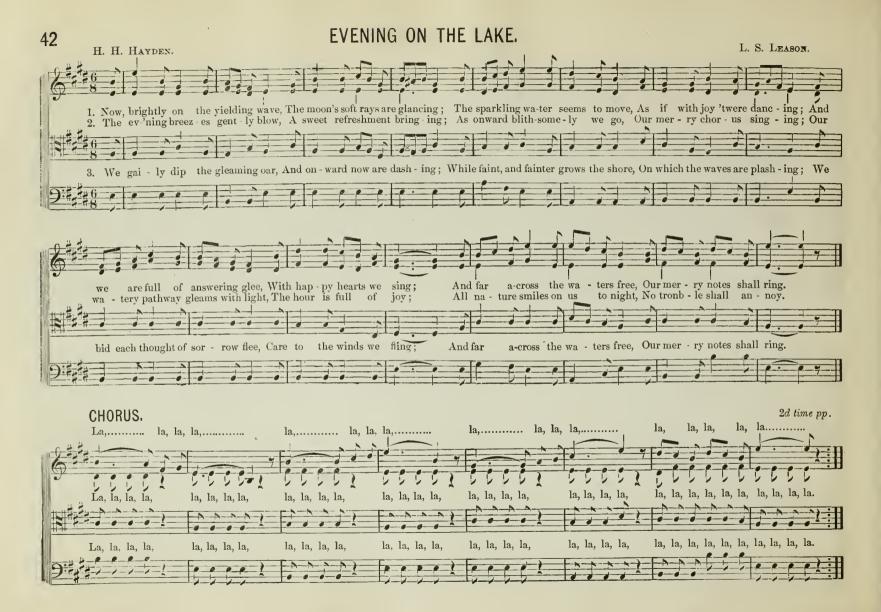














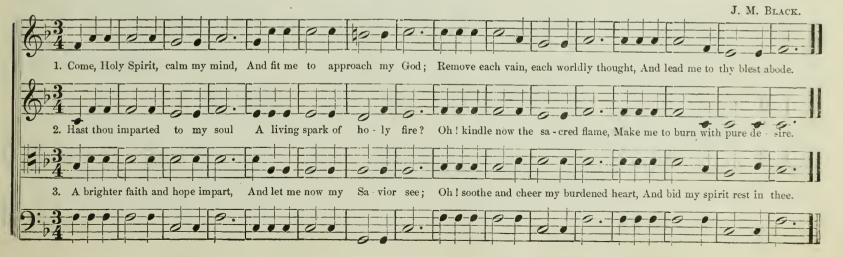




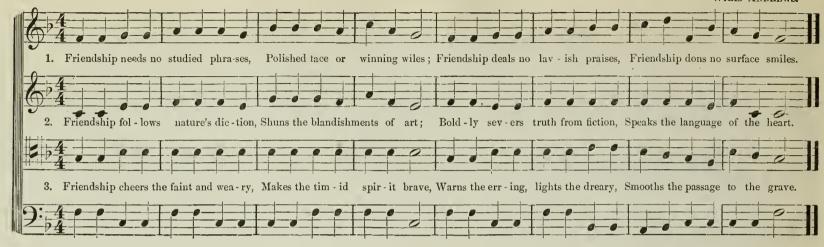




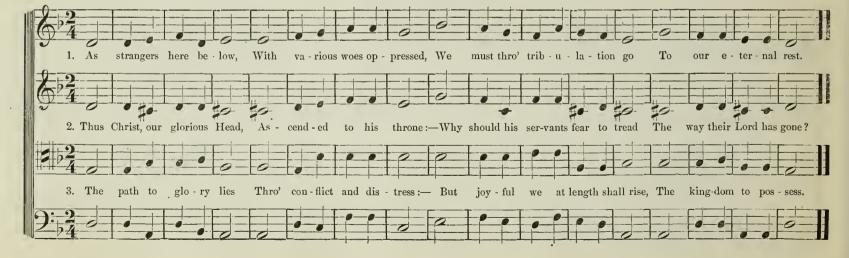
MERCER. L. M.



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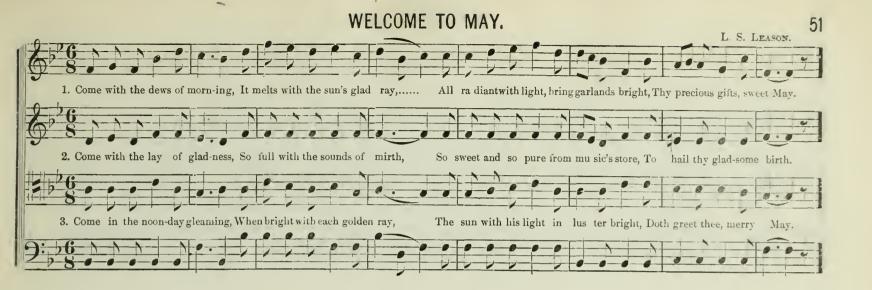
WHITTIER'S APRIL.

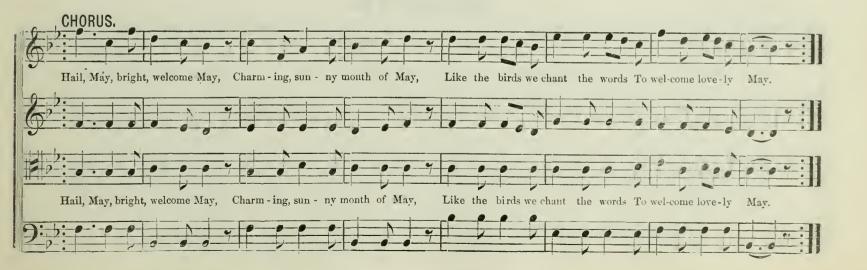
"The Spring comes slowly up the way."-CHRISTOBEL. W. A. LAFFERTY. Words arranged from WHITTIER. 1. Tis the noon of the springtime, Yet never a hird in the wind-shaken elm or maple heard; See the dead meadow grasses, and levels of snow, And white drifts where the crocus should blow; And the Yet we wait for thy coming, sweet wind of the south, For the gentle and warm kiss of thy mouth; For the yearly evangel thou hearest from God, Resurrection and life to the sod; O thou cold win-ter heds of their late waking roots, White-flake eddies the ice crystal shoots; And the longing for light under wind-driven heaps, Round the pinewood the ground laural creeps. soul of the springtime, its light and its hreath, Bringing warmth to the cold gloom of death; And the life of thespringtime, the life of the whole, Like the light of bright love to the soul. CHORUS. For thy coming, sweet wind of the south; For the touch, . . . of thy light wing, the kissof thy mouth. O, for the touch Yes, we wait, . , , O, yes we wait, O, for the touch of thy light wing, the kiss of thy mouth. O yes, we wait, For thy coming, sweet wind of the south; O, for the touch, O yes, we wait,

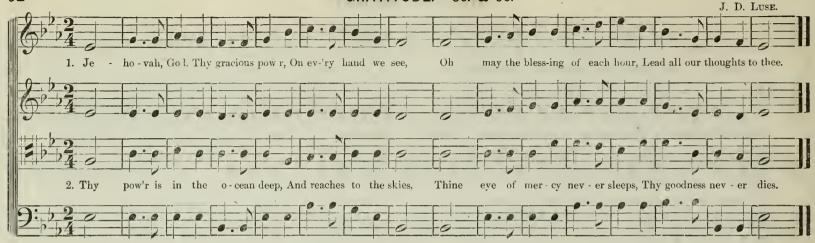


shall be brighter, for

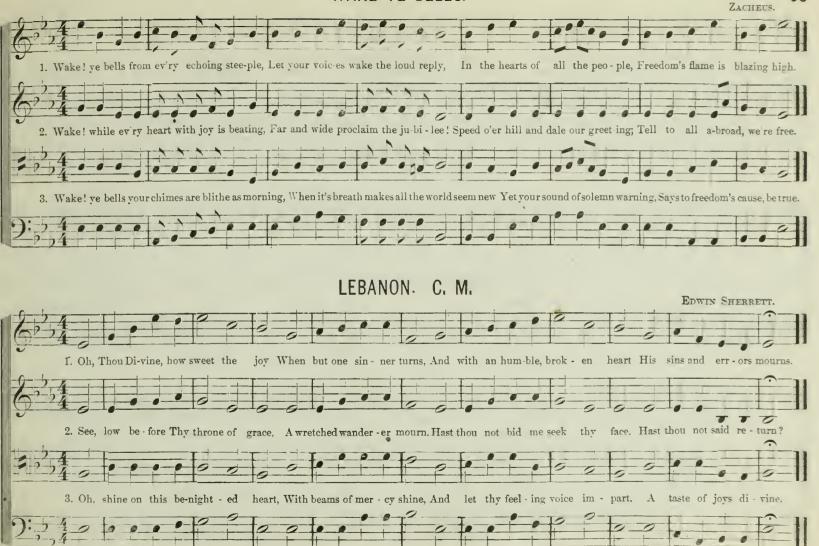
gloom of the morning, Thou'lt be hailed as thou once wert, dear Erin, adorning, A crown of the sea when the clouds pass a-way.





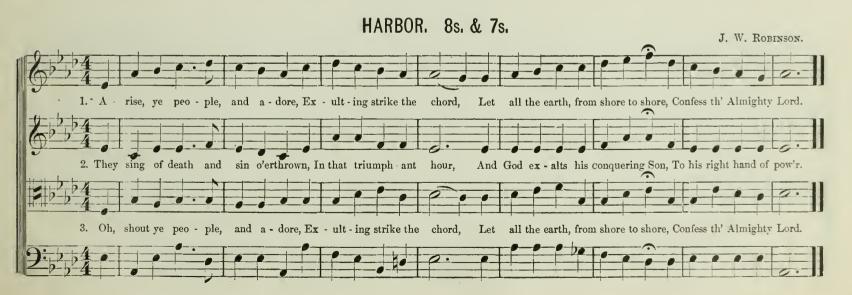


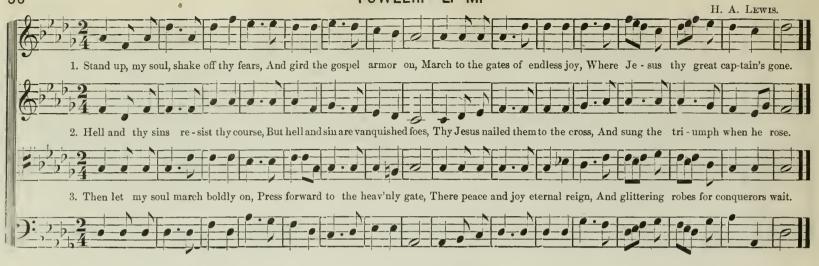


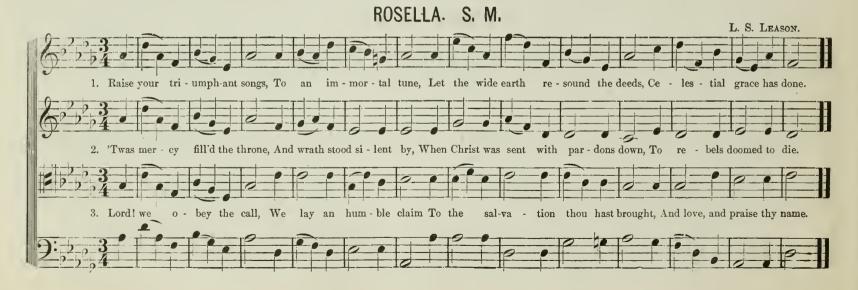


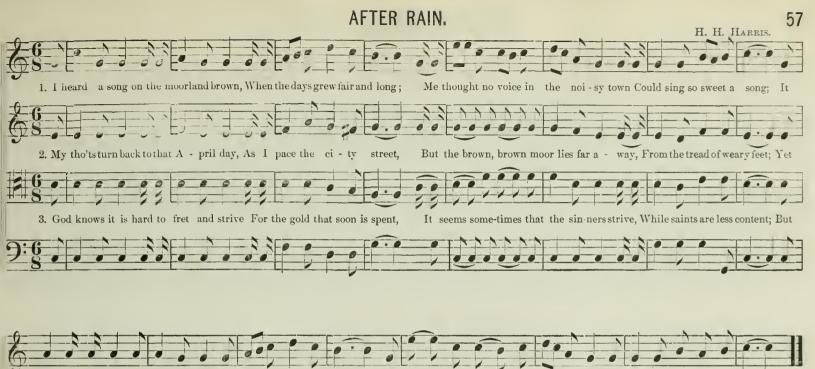


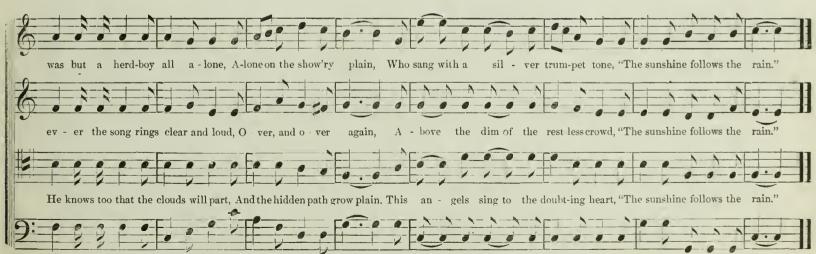






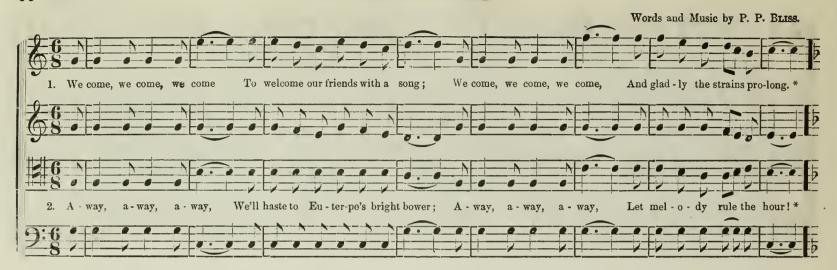


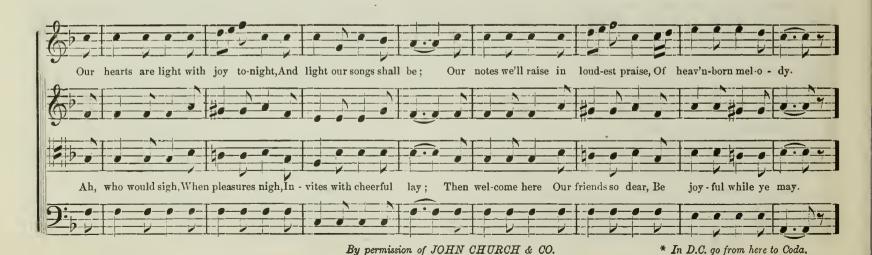


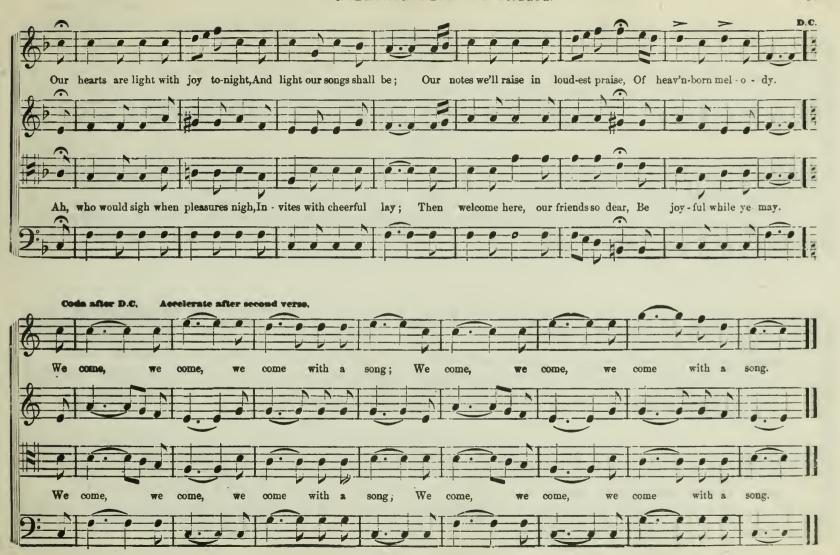


Hearts are ful - ly, ful-ly blest.





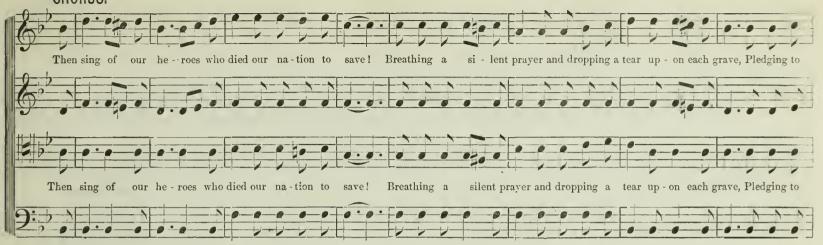




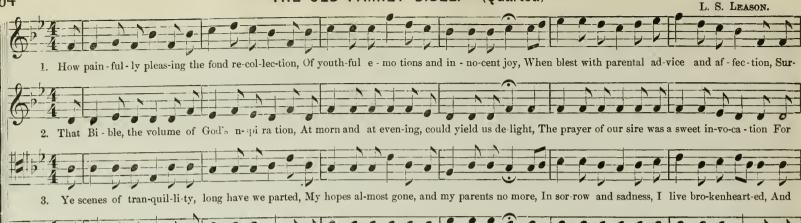


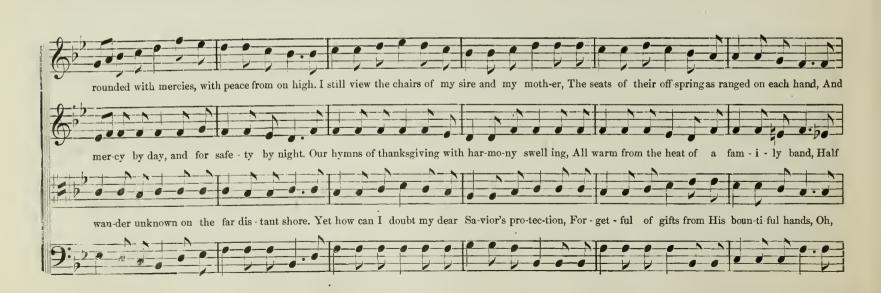


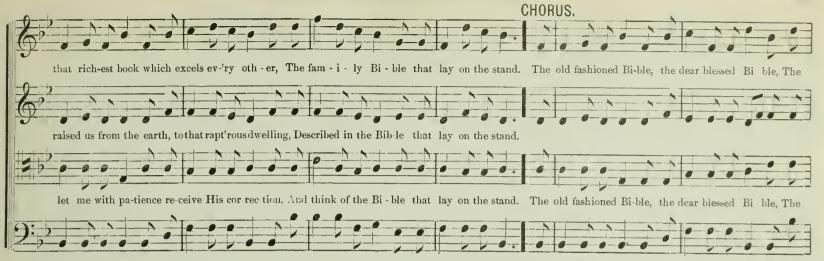


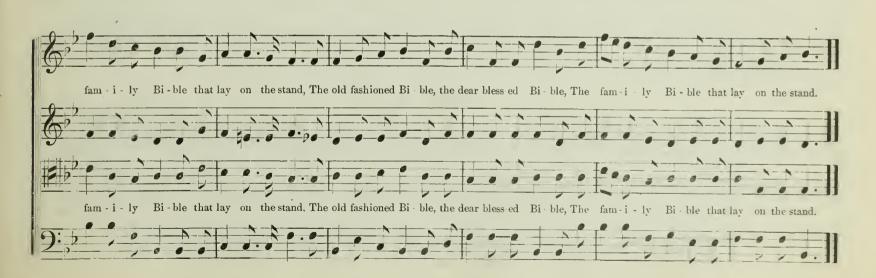


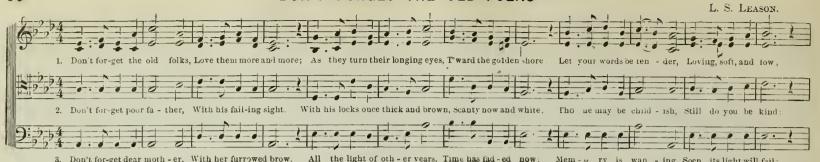










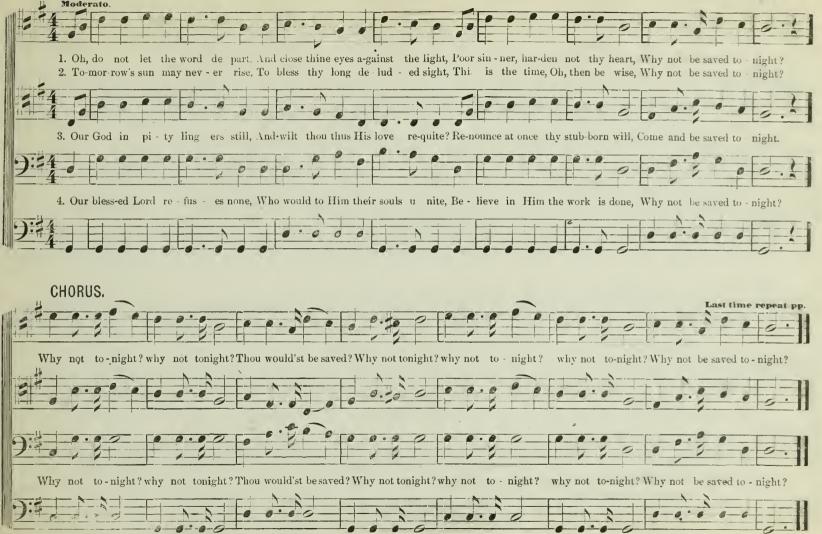


3. Don't for-get dear moth - er, With her furrowed brow. All the light of oth - er years, Time has fad - ed now; Mem - o ry is wan - ing, Soen its light will fail;

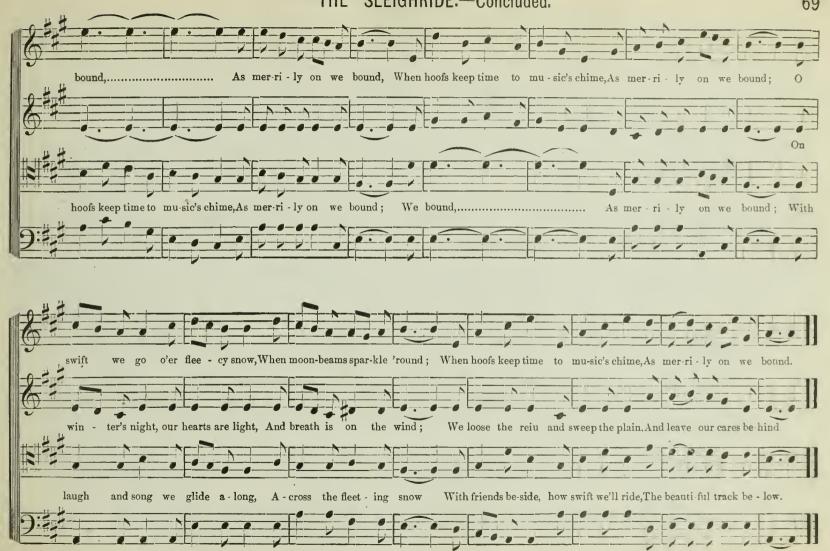




3. Where said of all see in flarmony meet, Their Savior and brethren transported to greet; While the anthems of rapture unceasingly roll; And the smile of the Lord is the feast of the soul.





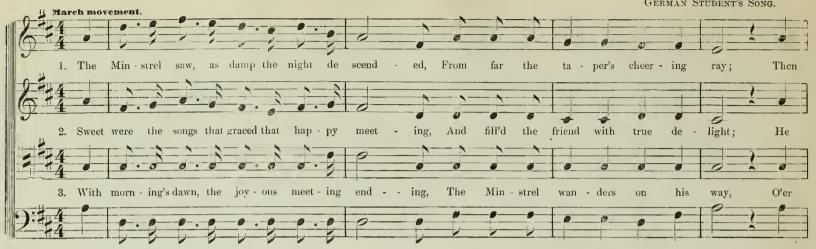


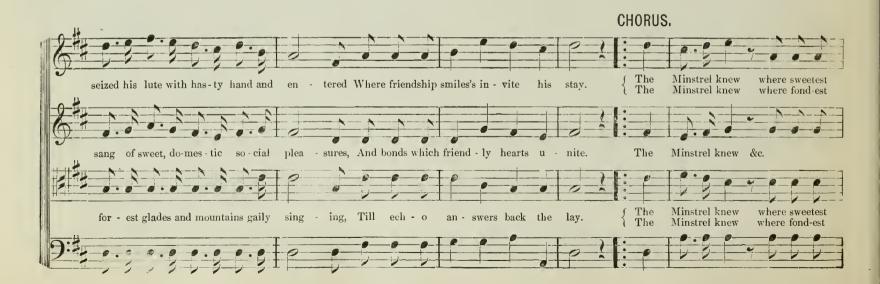








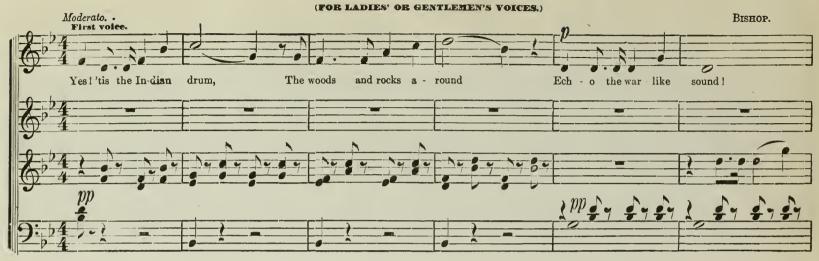




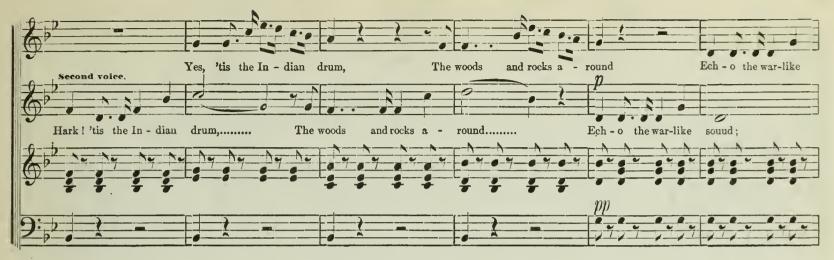




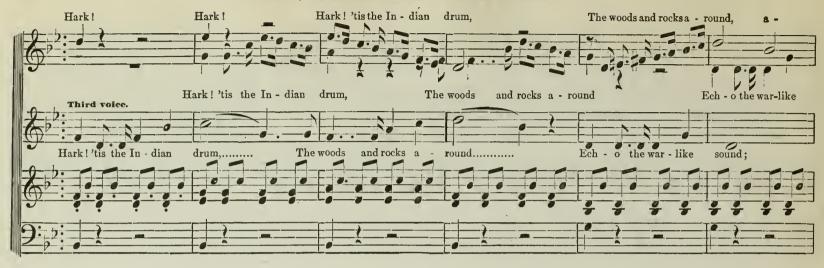
YES, 'TIS THE INDIAN DRUM.



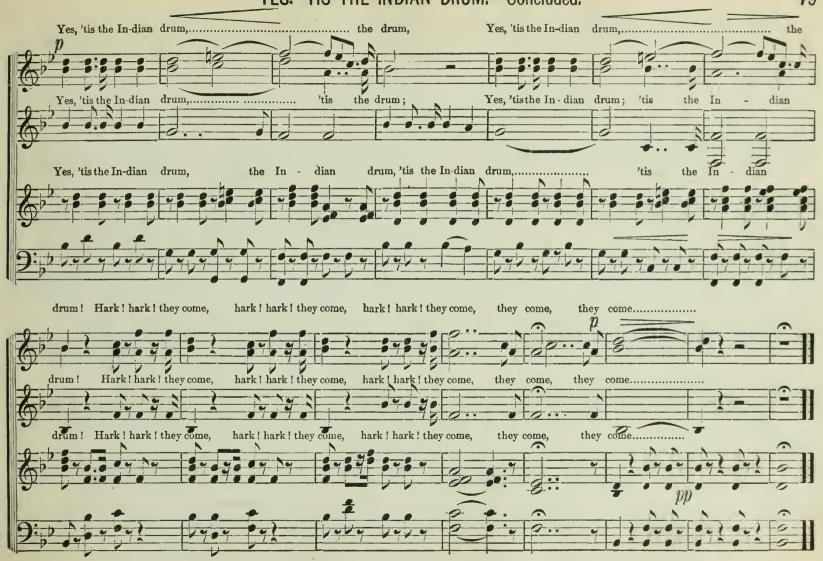


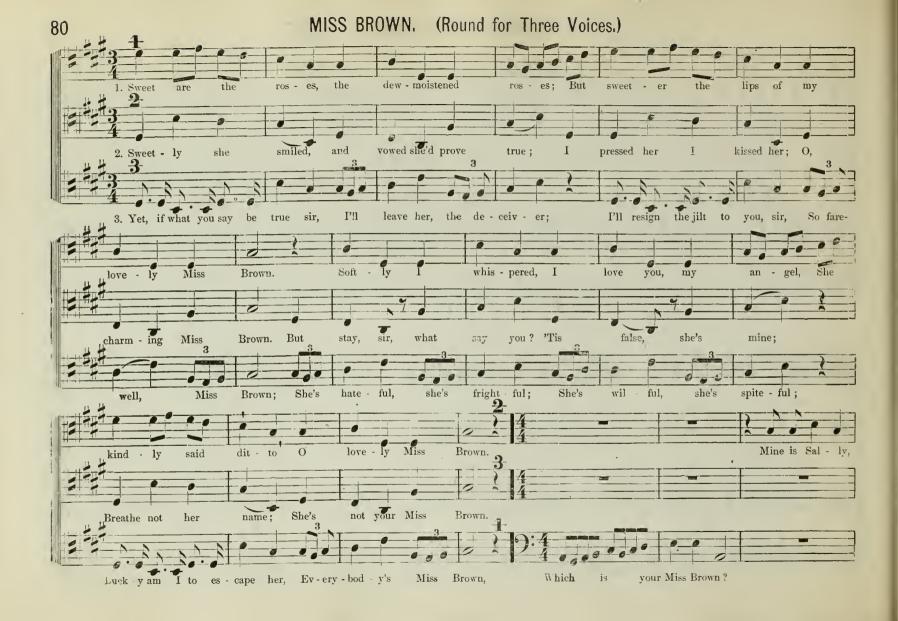








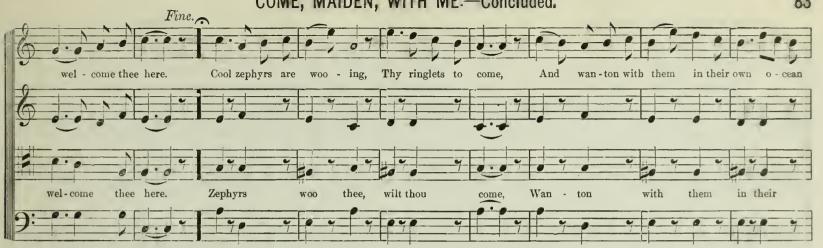


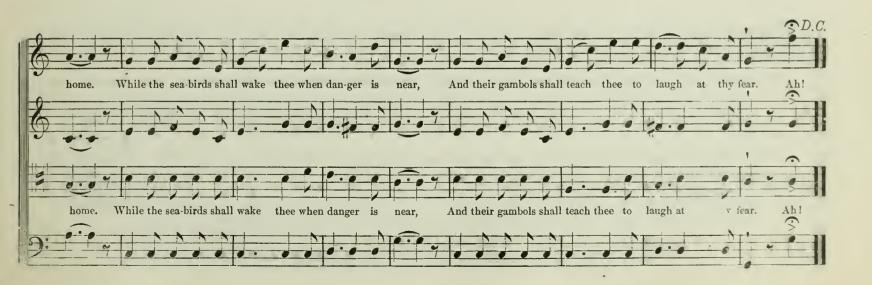


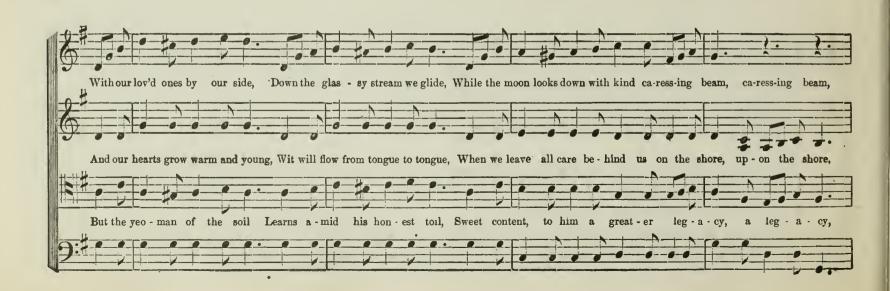




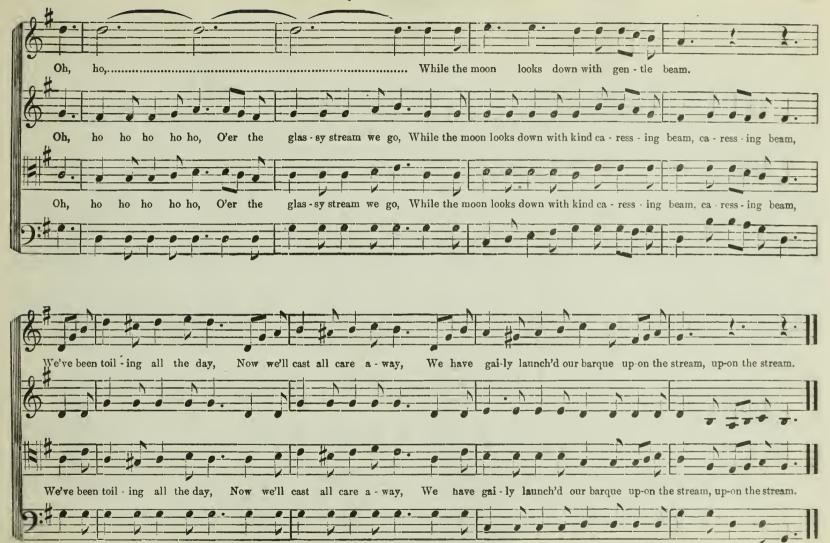








3. Oh, 'tis not the mil-lionaire, With his fever - ish life of care, that can ev - er keep his heart so light and free, so light and free,



of home; Then

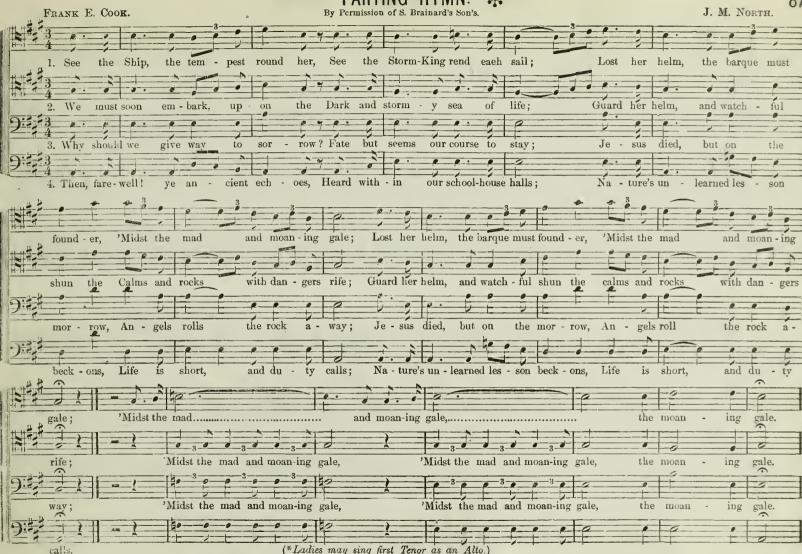
sleep, la - dv, sleep!

sleep,

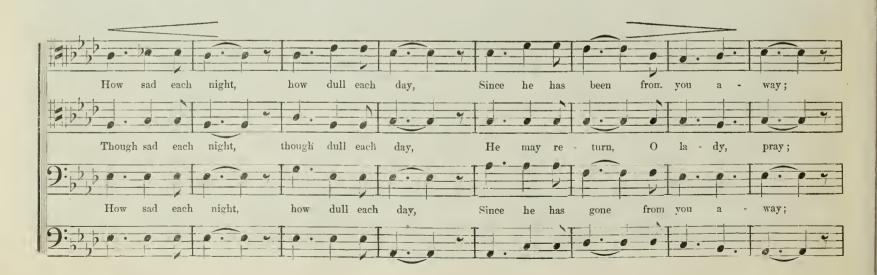
la - dy, sleep!

the land

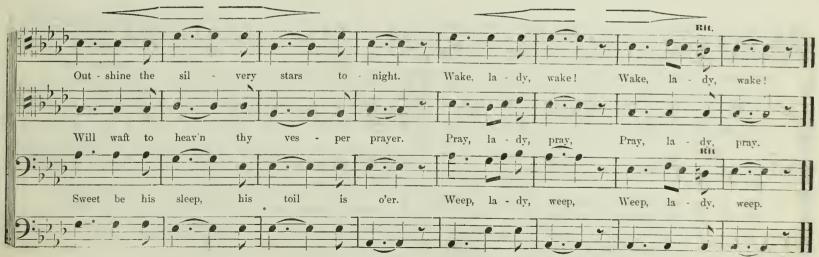
beneath you a - zure dome, So love - ly as







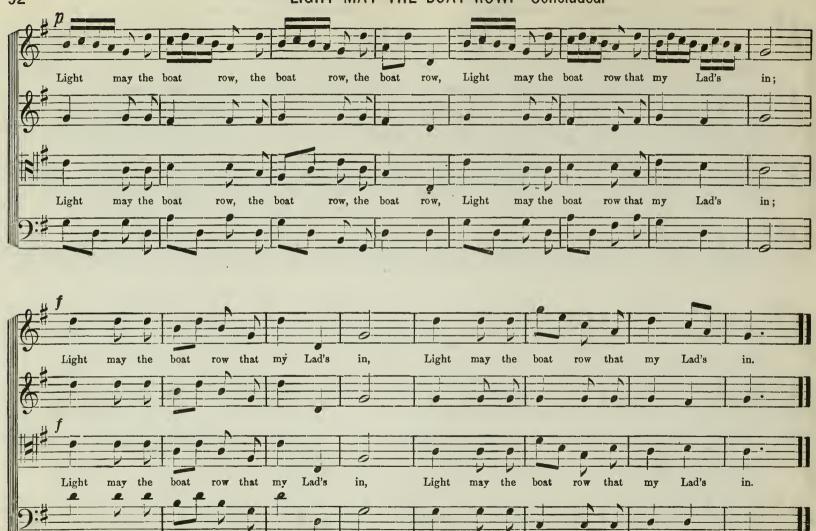


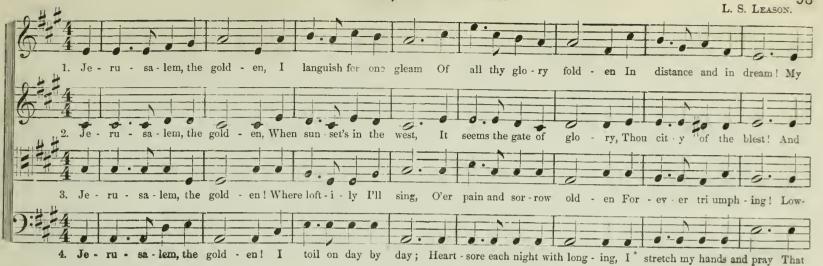


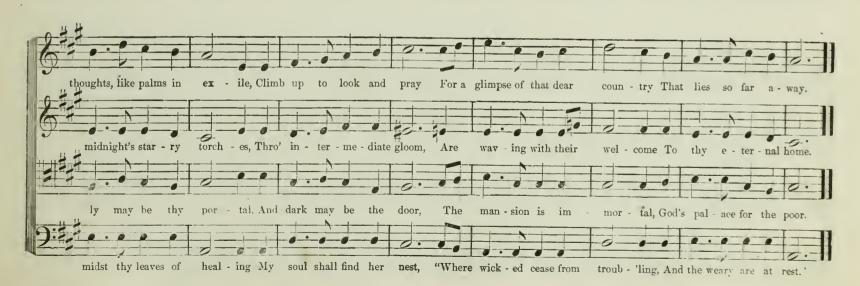


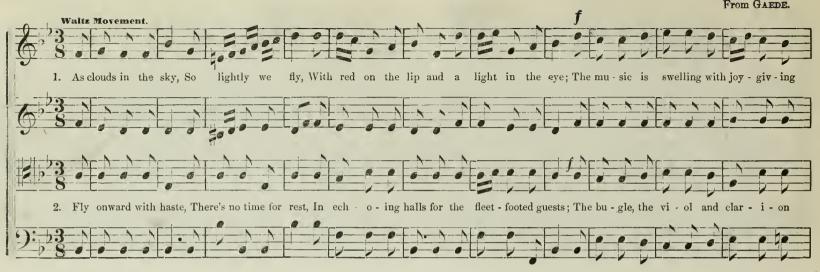


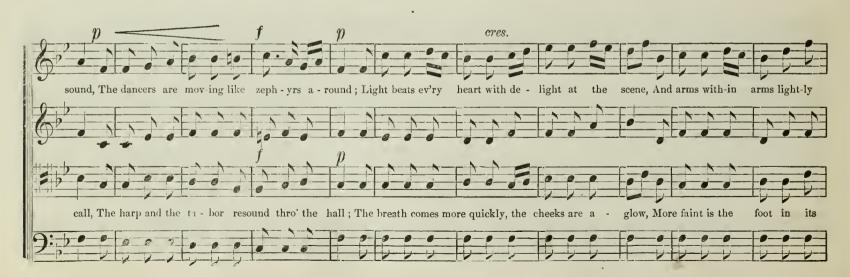


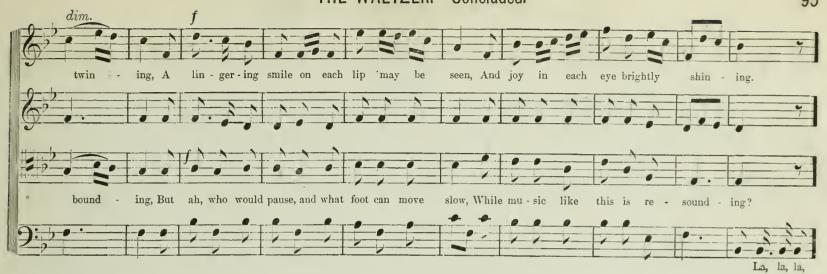














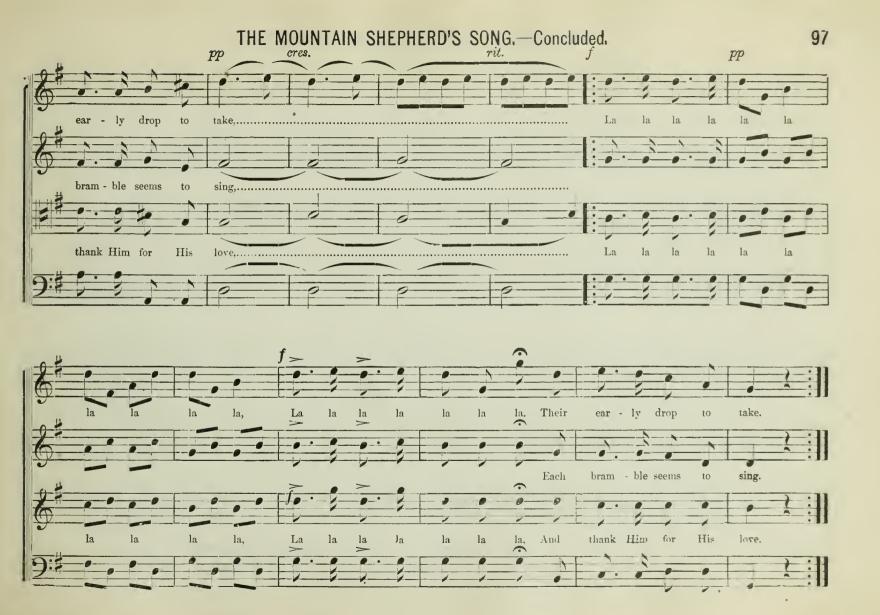


from

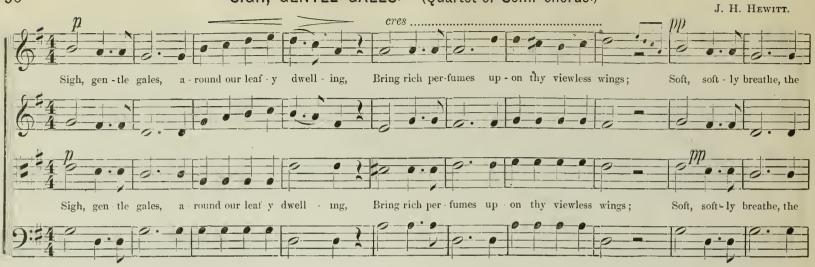
Him

a - bove, Then join the feathered song - sters, And

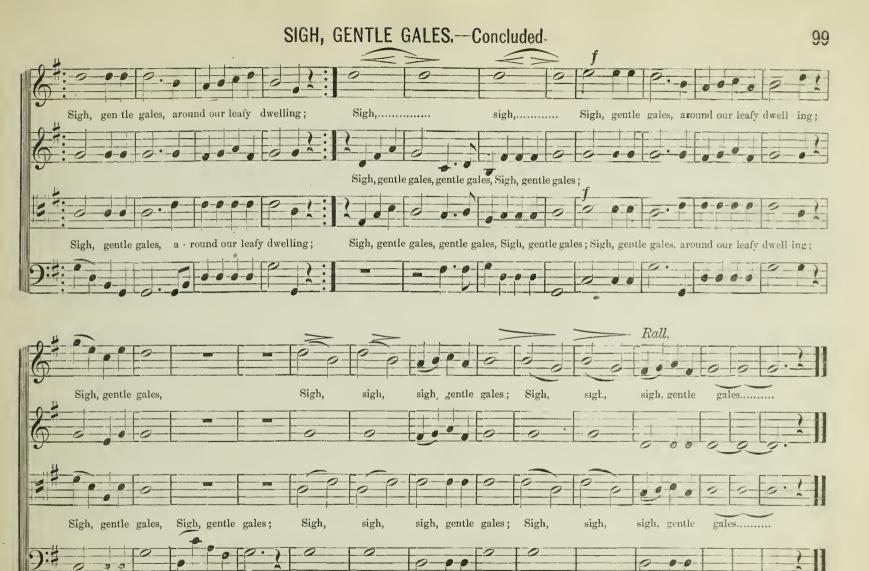
the bless - ings, Sent down



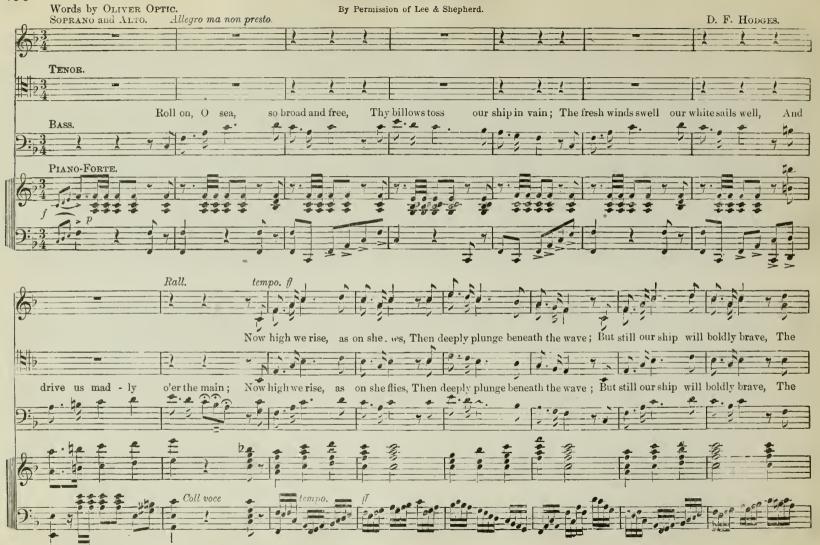
SIGH, GENTLE GALES. (Quartet or Semi-chorus.)

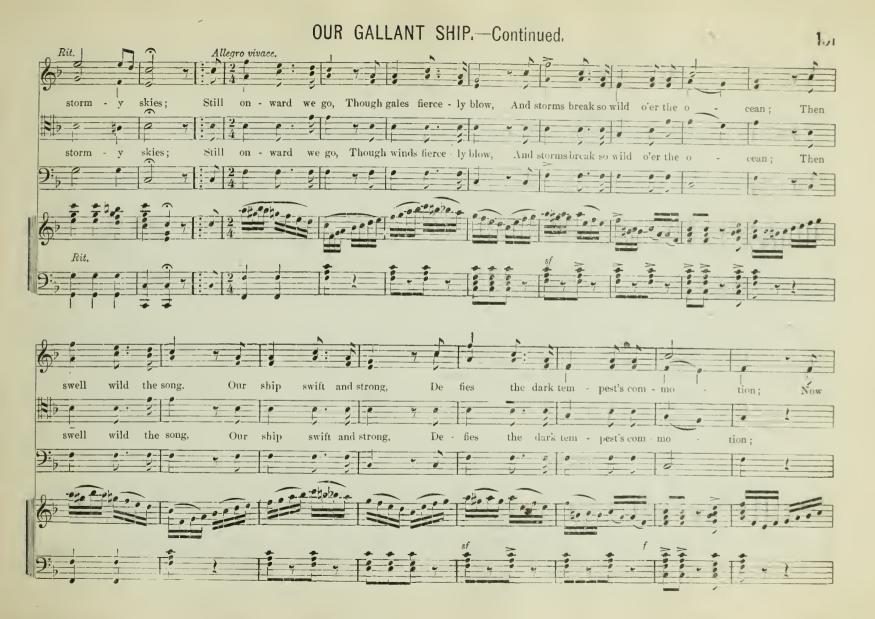




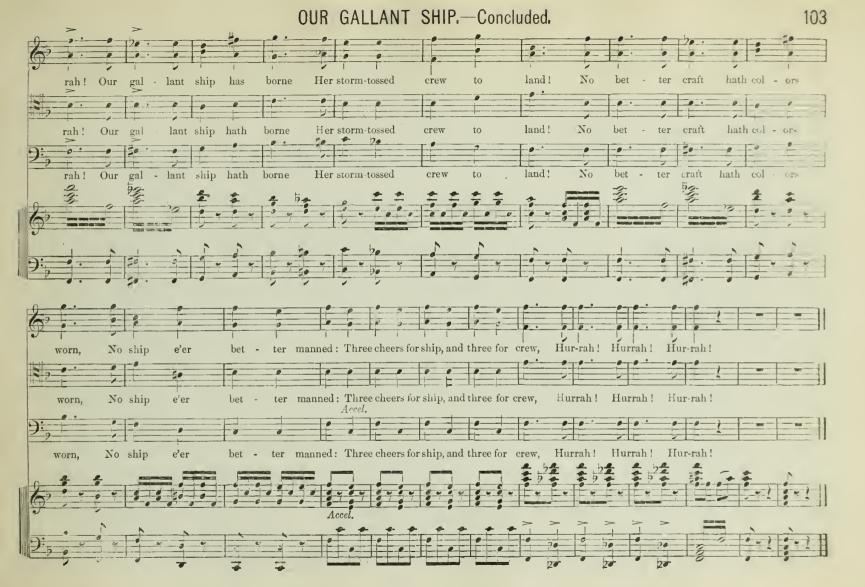


OUR GALLANT SHIP.







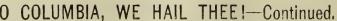






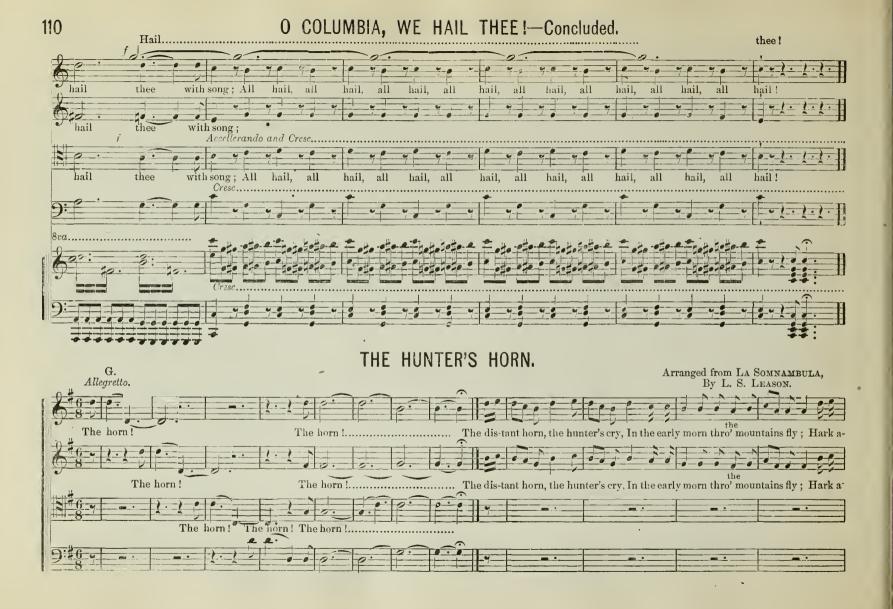


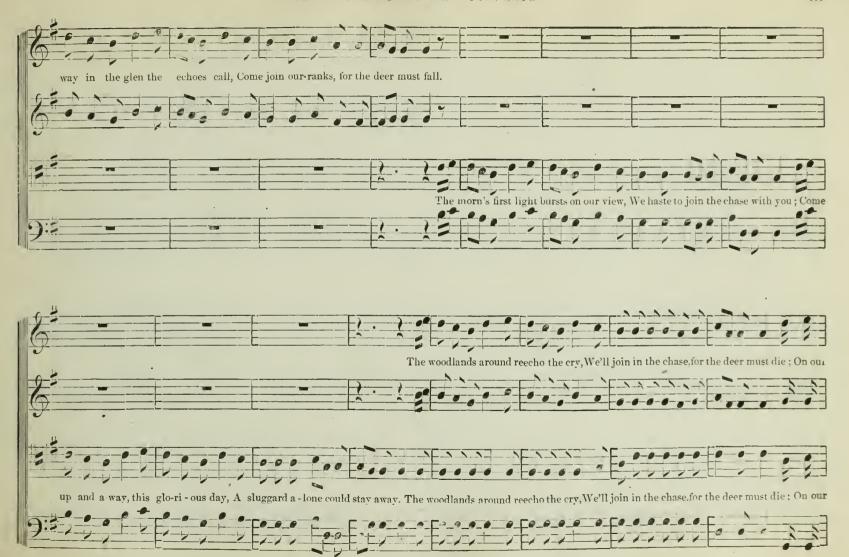




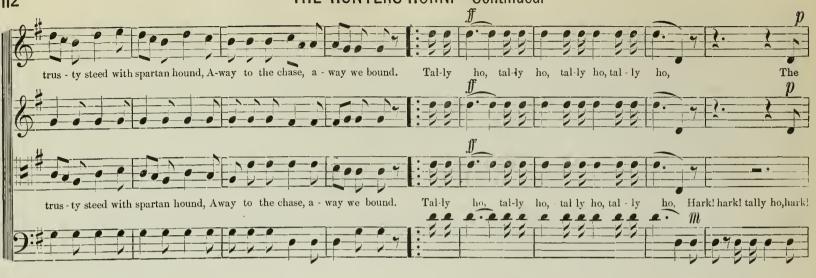


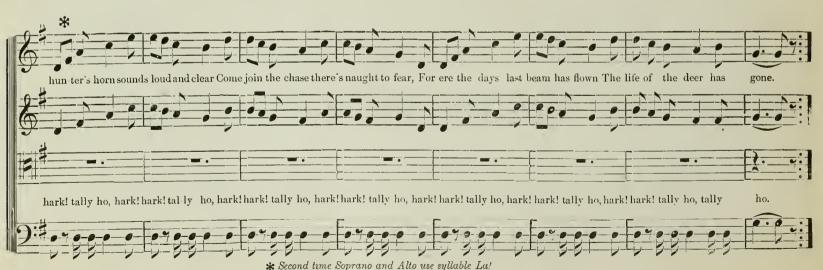


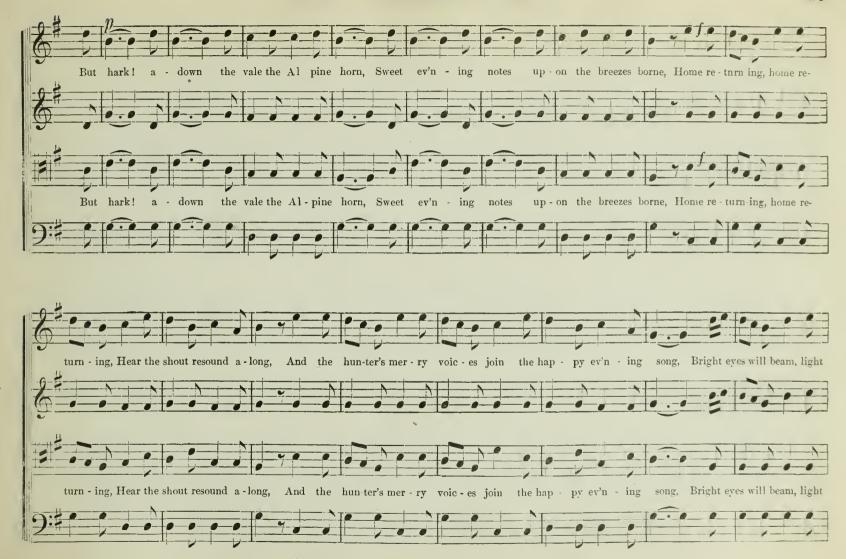




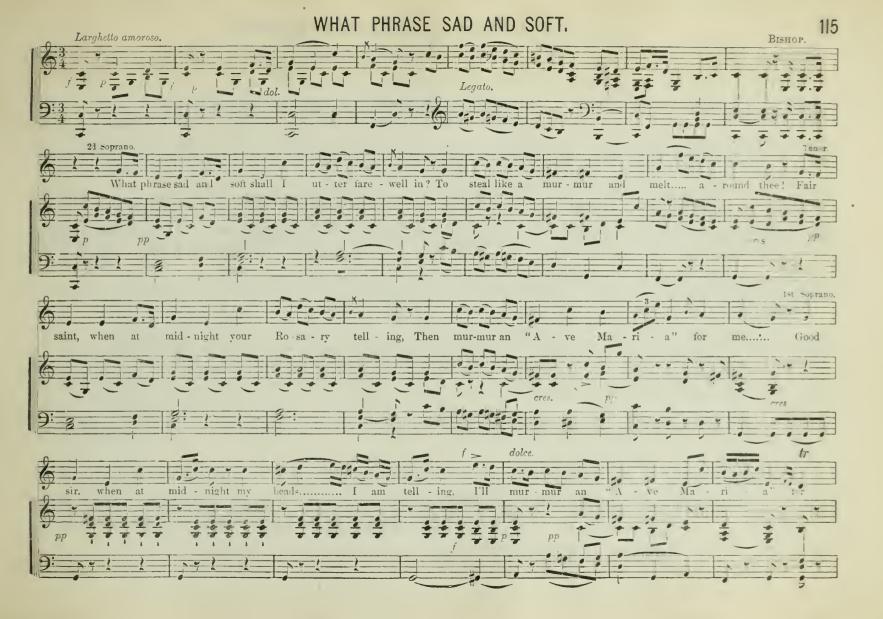
THE HUNTERS HORN.—Continued.

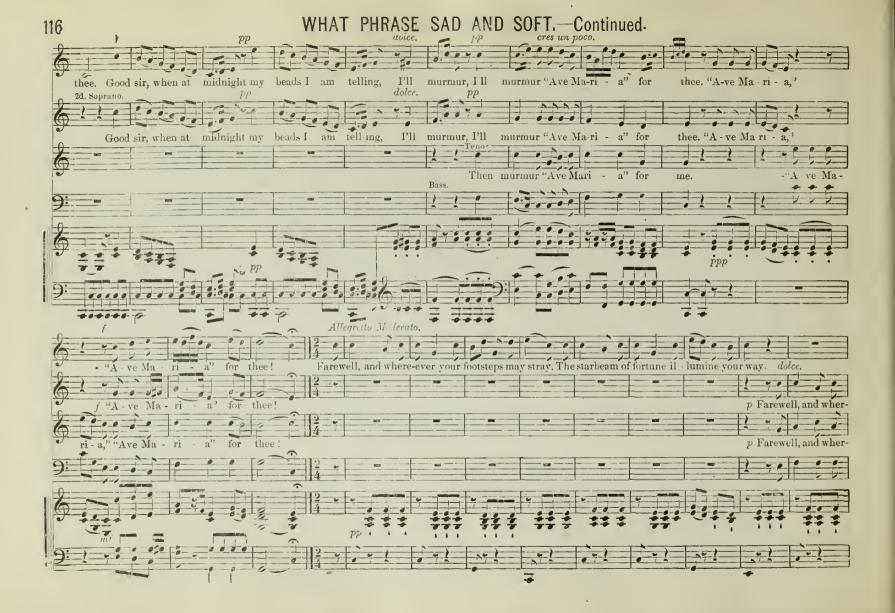






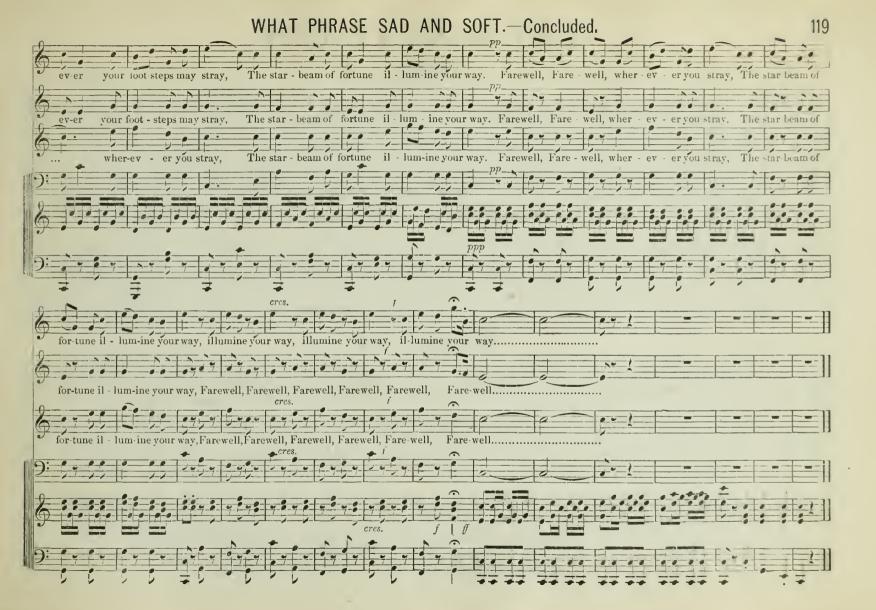








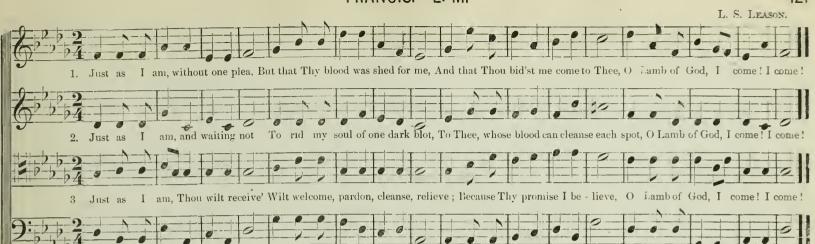


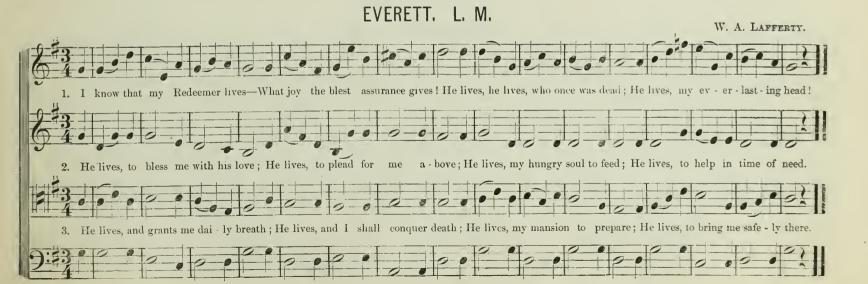


CHURCH TUNES.

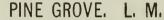


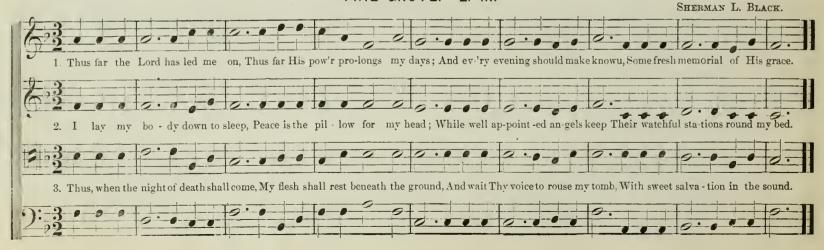
Al mighty God, thy grace im part, Fix deep conviction on each heart; Nor let us waste on trifling cares, That life which God's compassion spares.













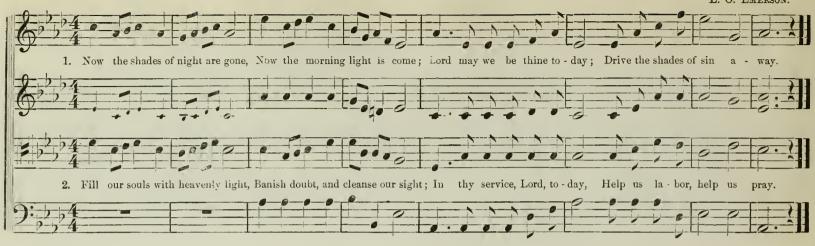
glo - ry shone around; The an-gel of the Lord came down, And glo - ry shone around;



MINNIE. C. M.







ALLEN. 7s.





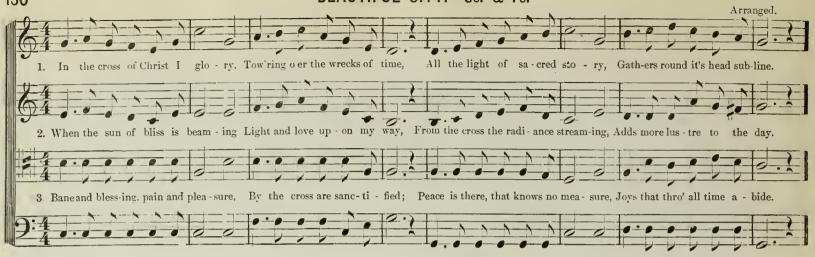


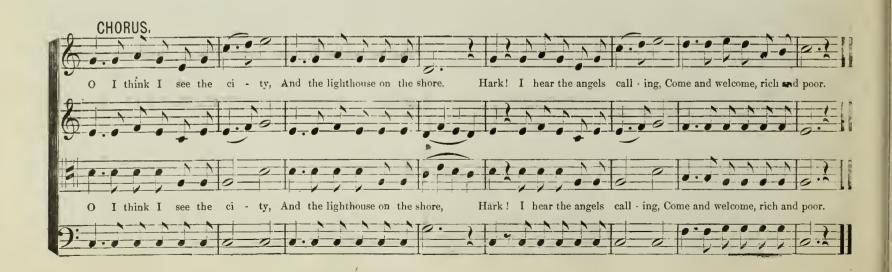


at Thy side.

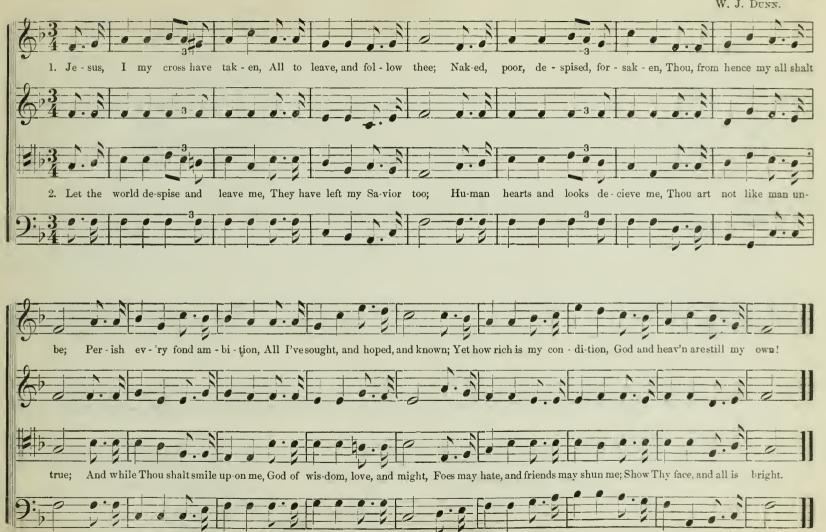
D.C. Still our foot steps. Fath-er, view-ing, Keep us ev-er

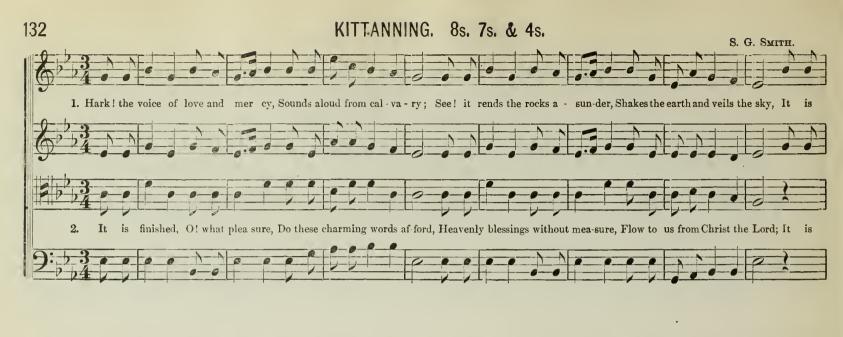
BEAUTIFUL CITY, 8s. & 7s.

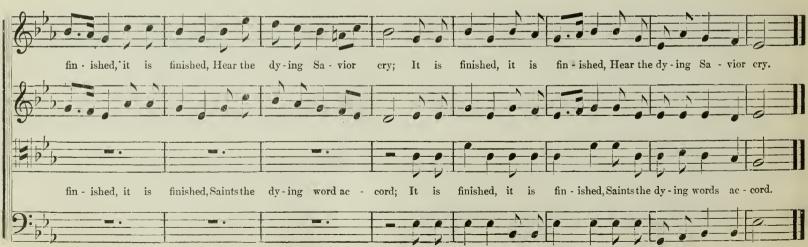




W. J. DUNN.





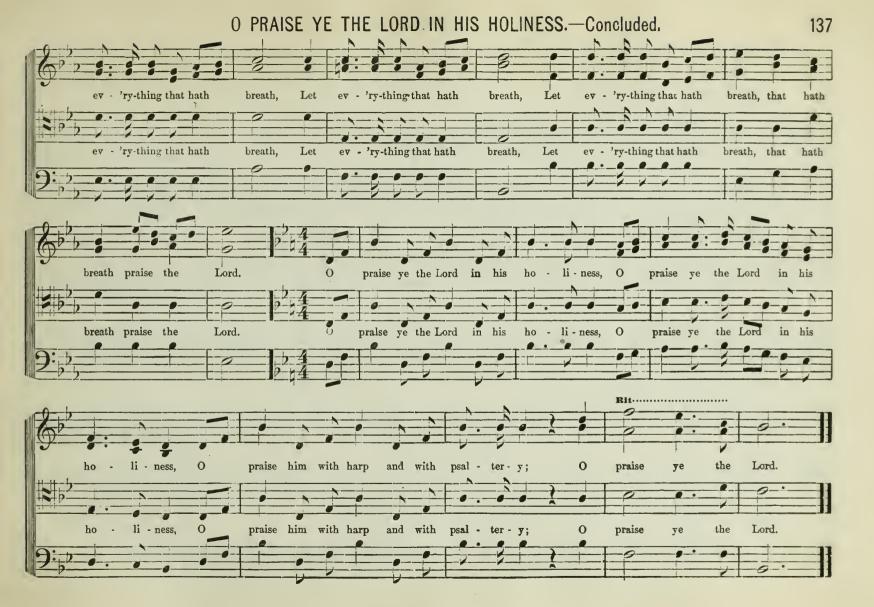














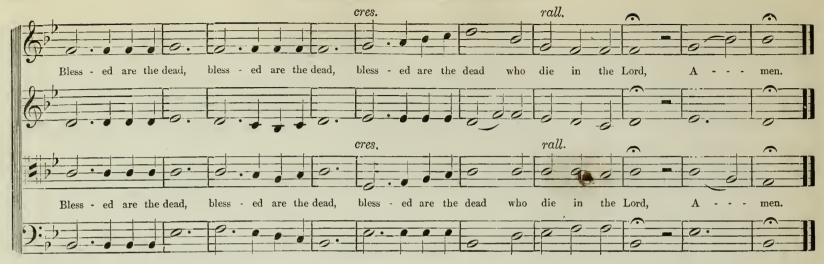








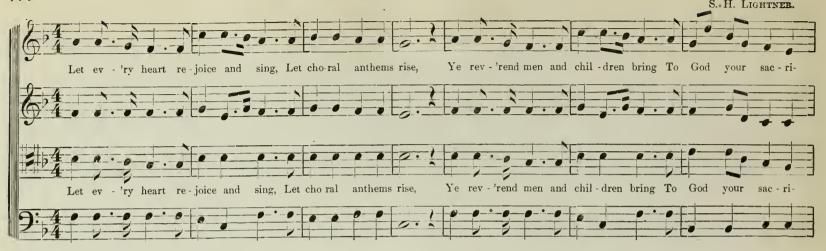
BLESSED ARE THE DEAD.—Concluded.



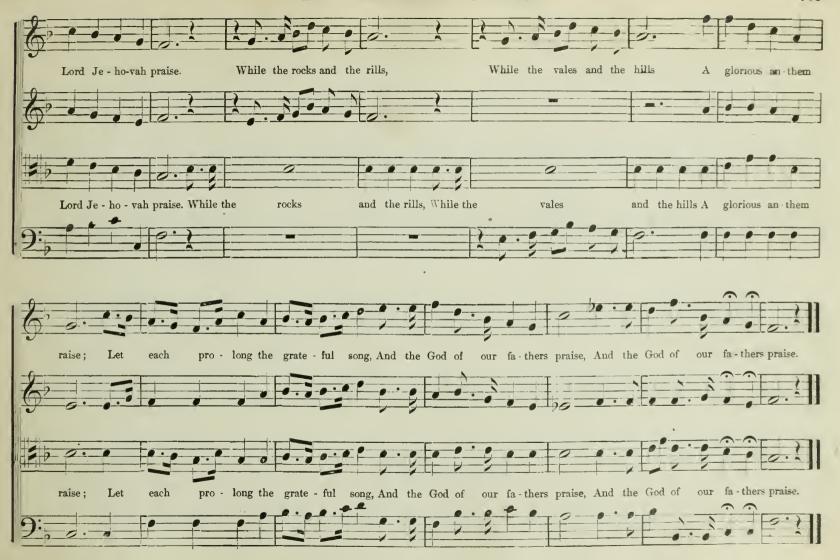




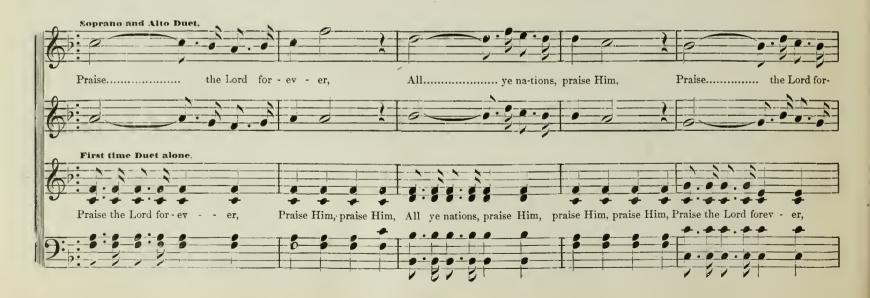


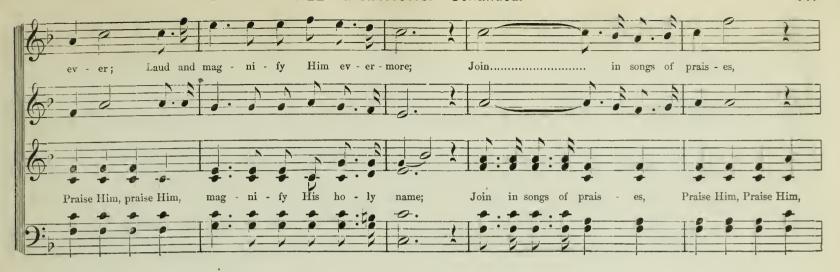
















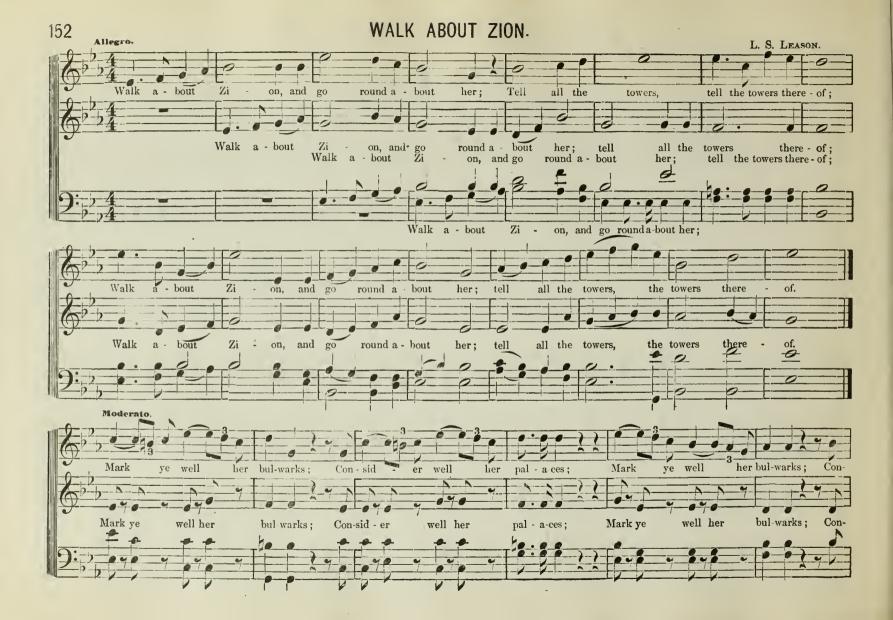






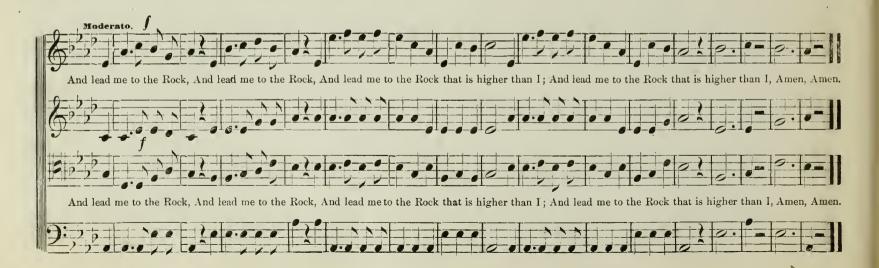




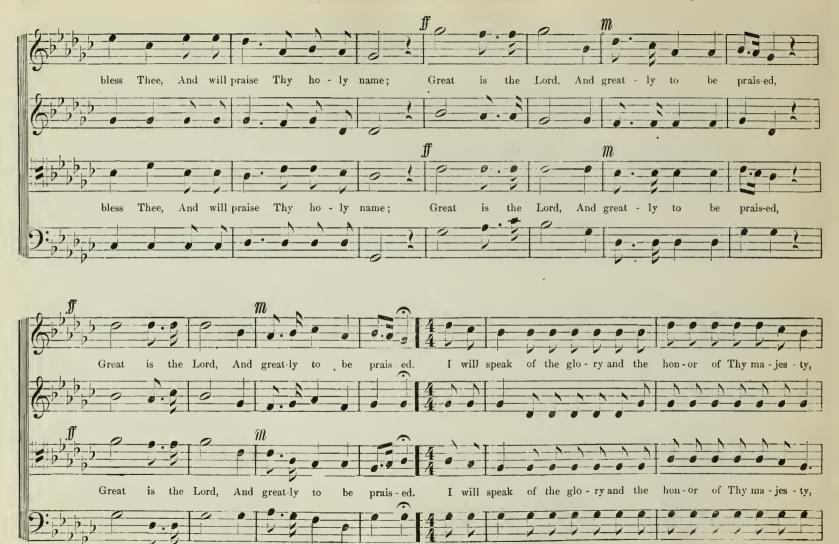


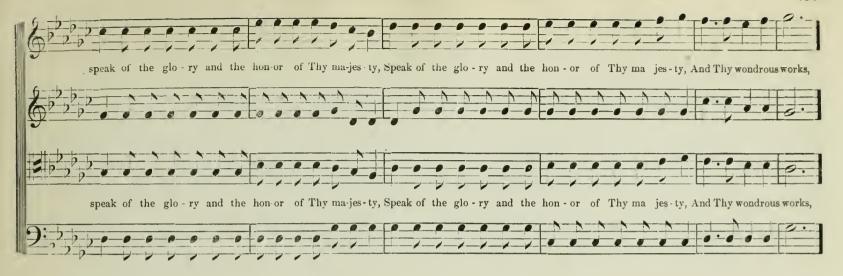


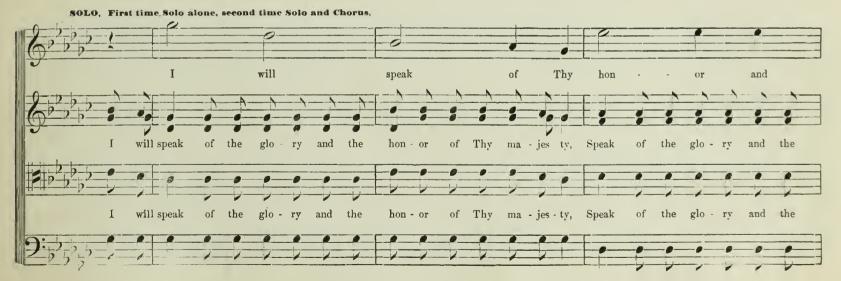


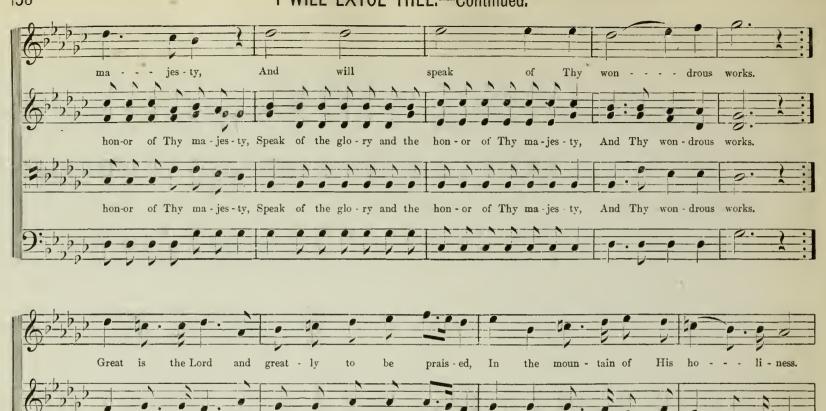


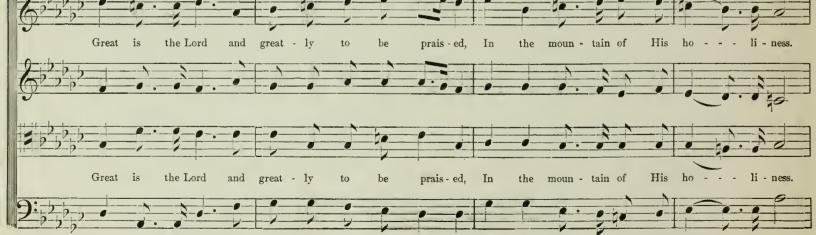














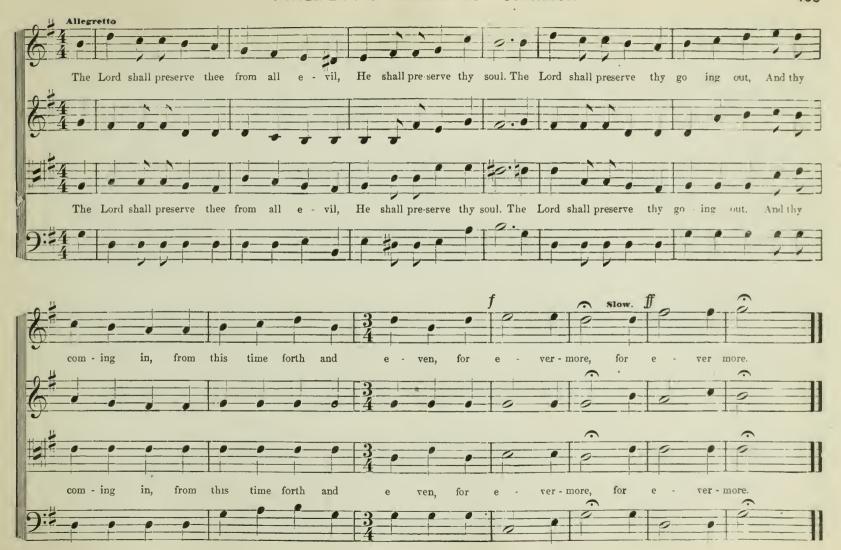


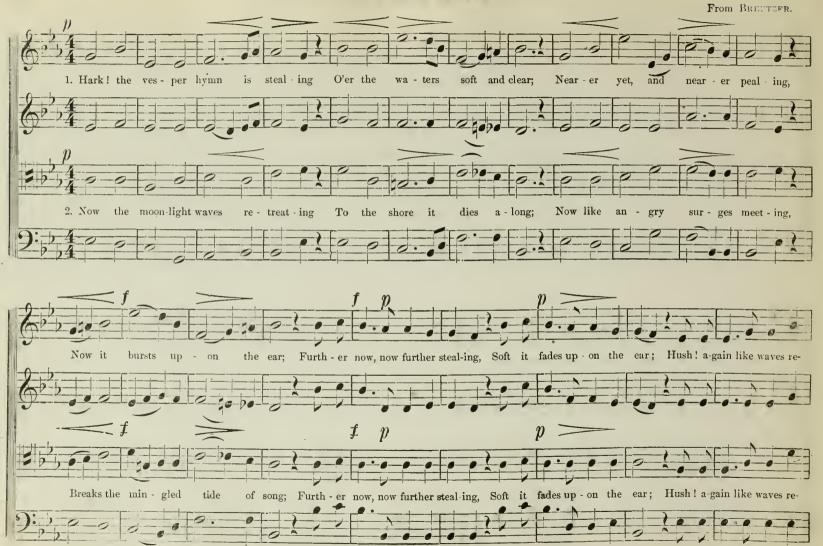


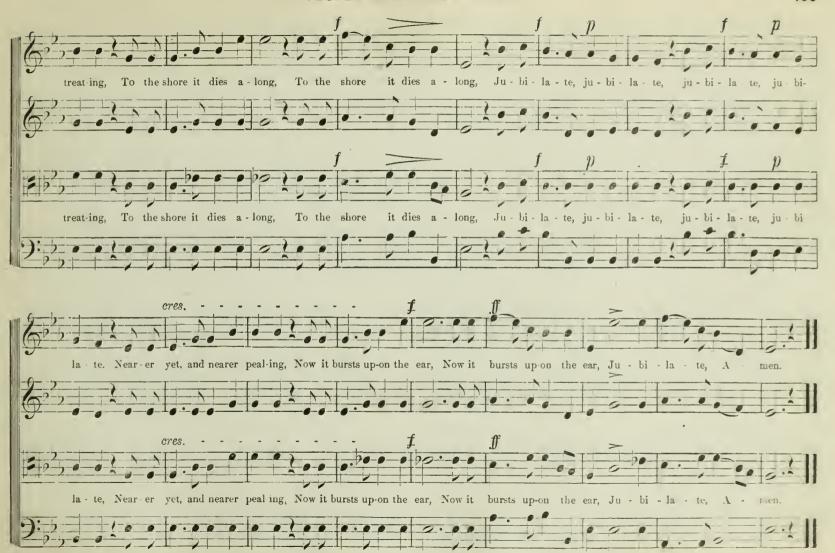


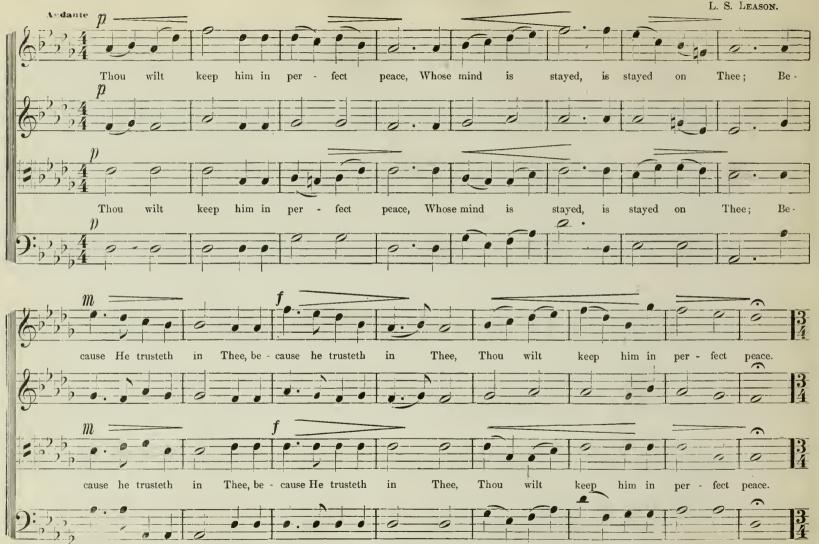


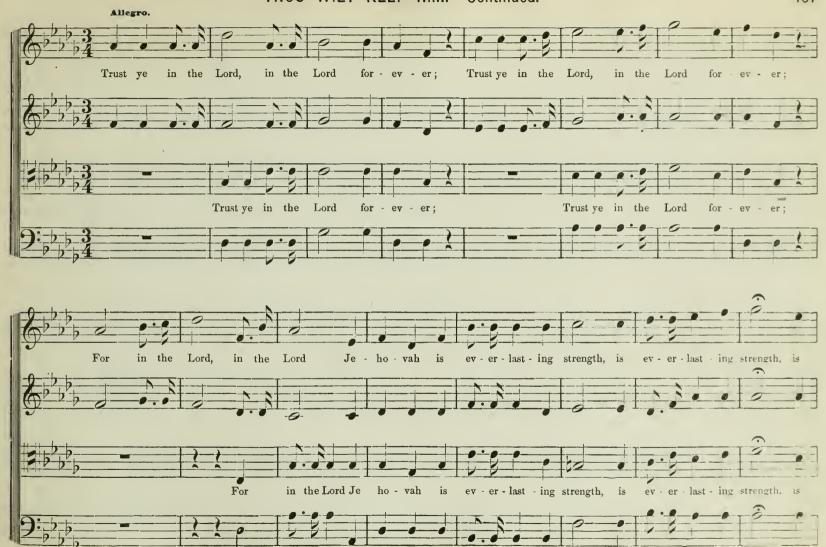


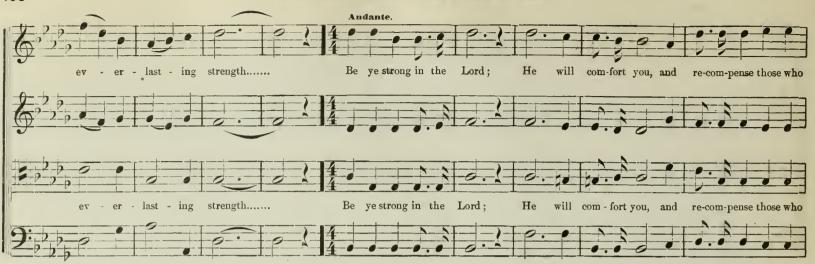




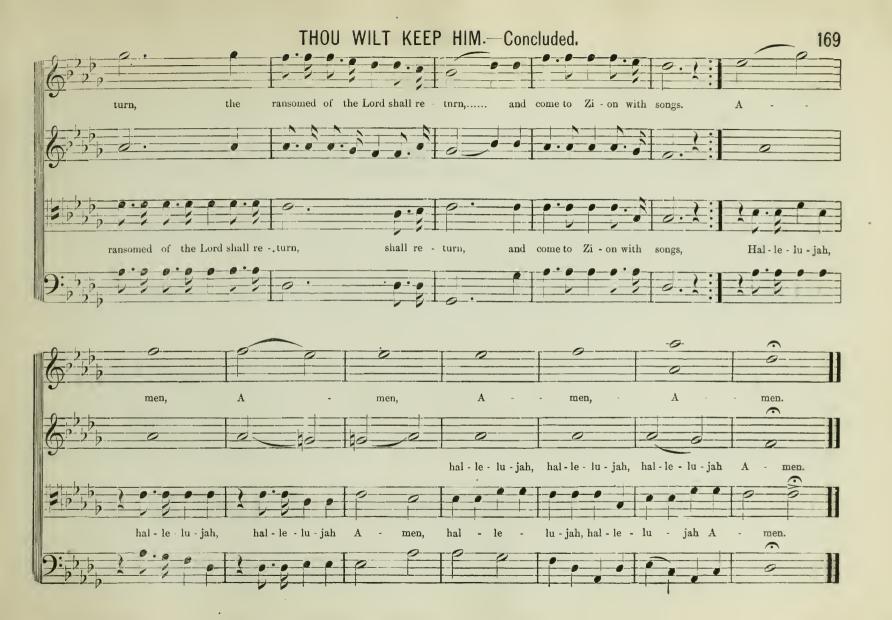










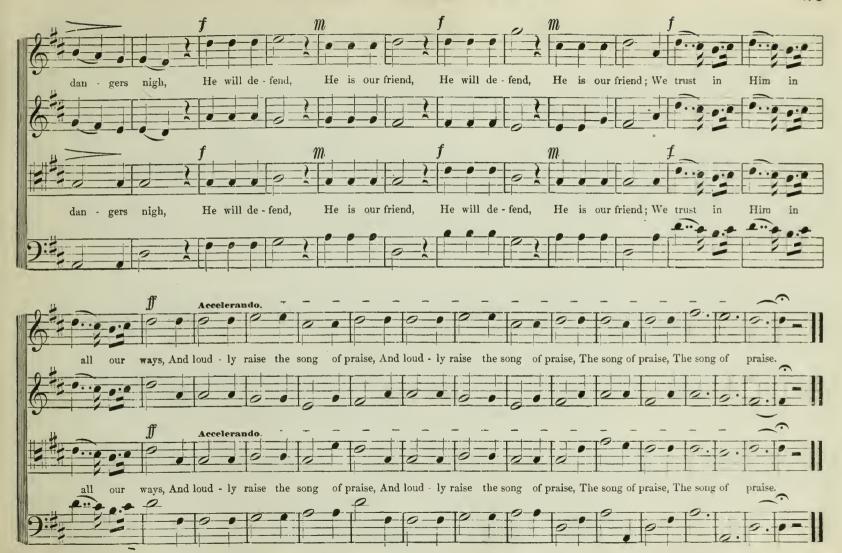


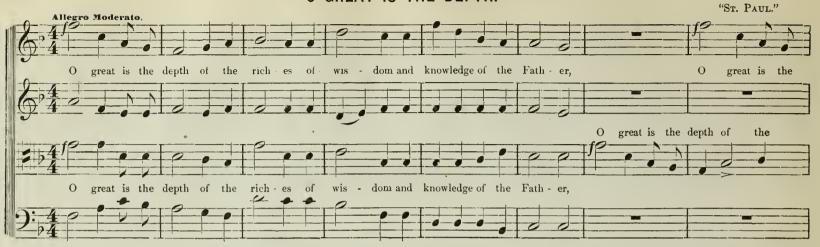




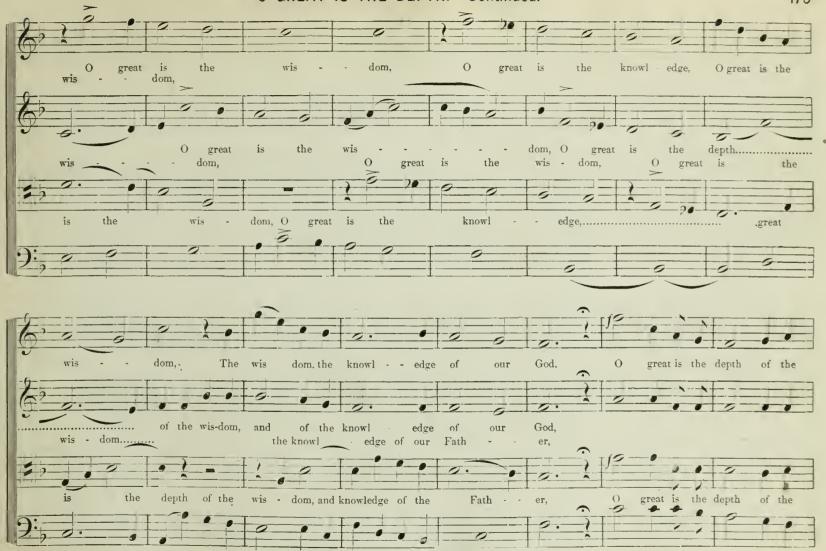




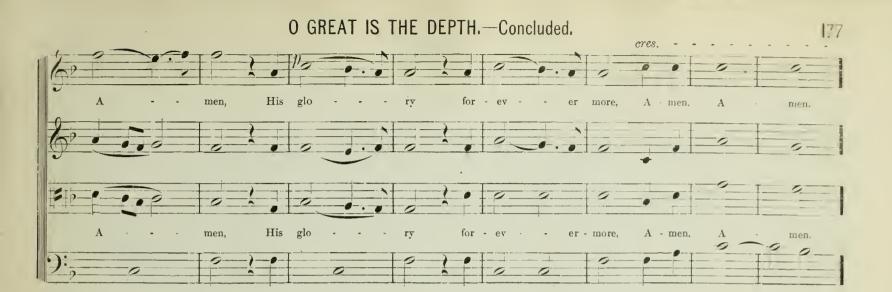


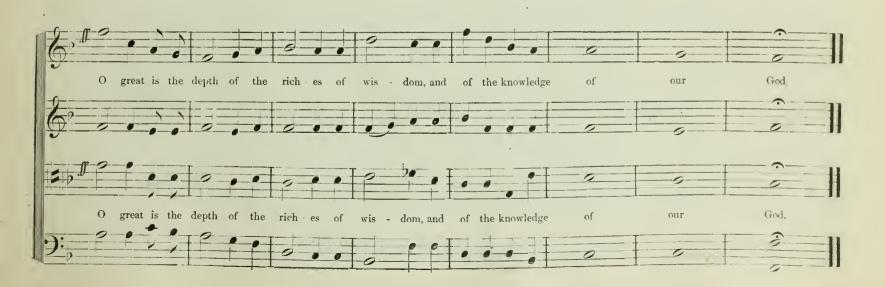










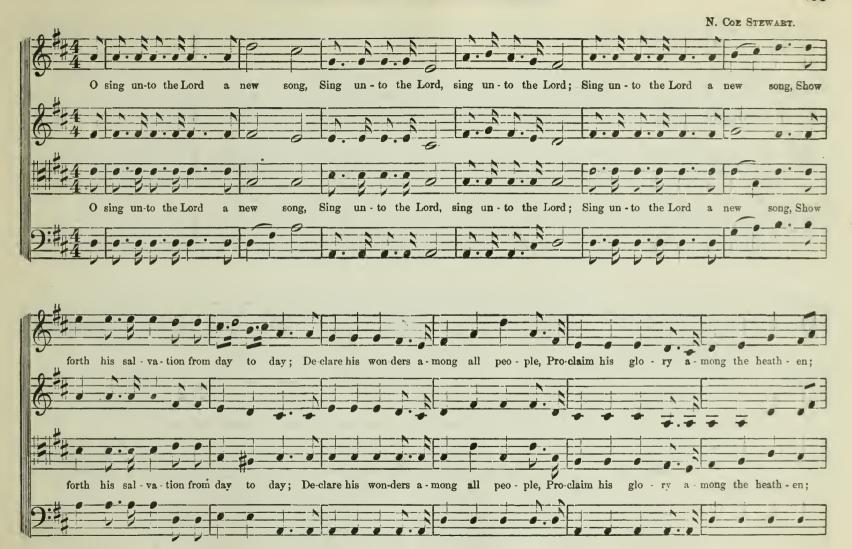




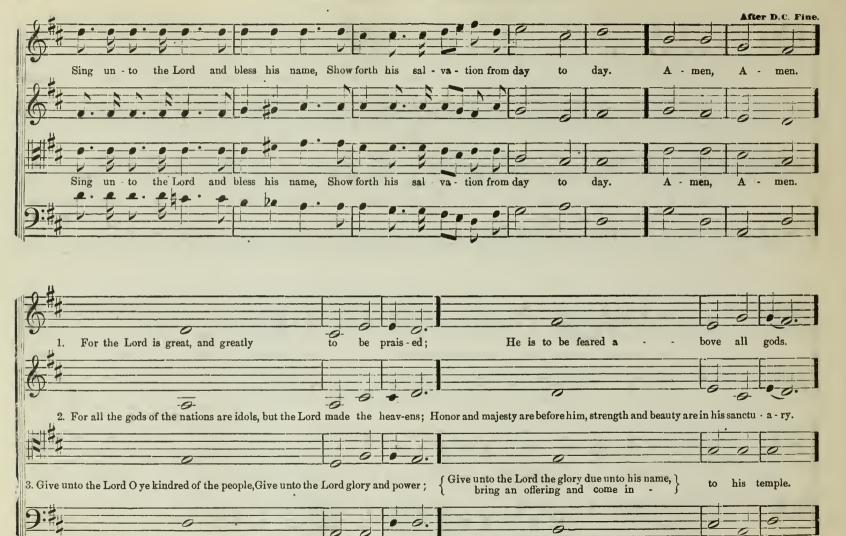






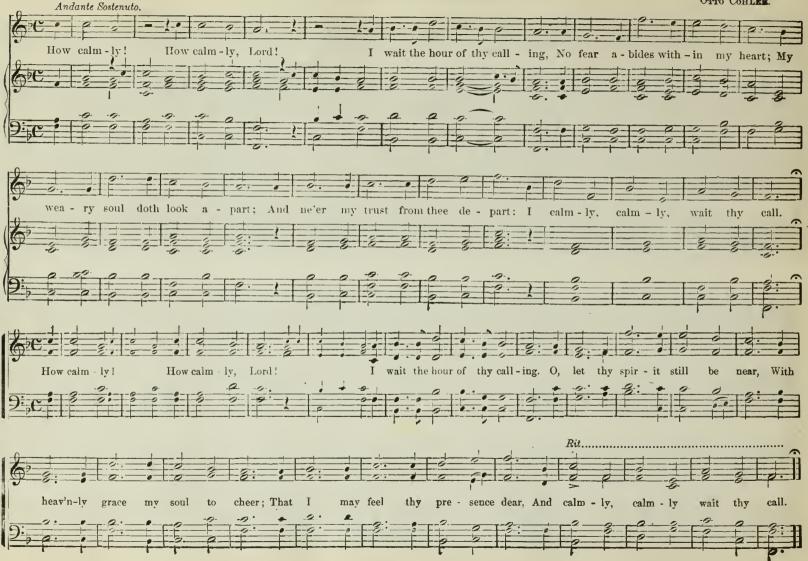


O SING UNTO THE LORD.—Continued.

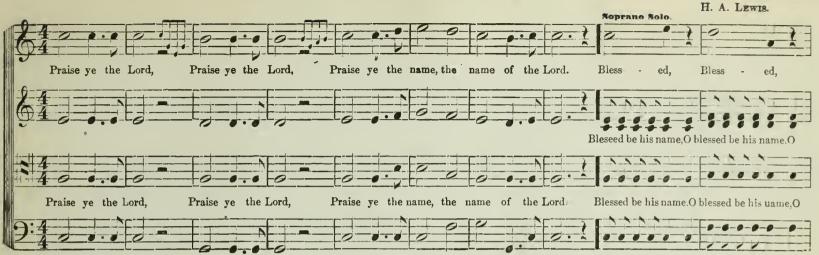


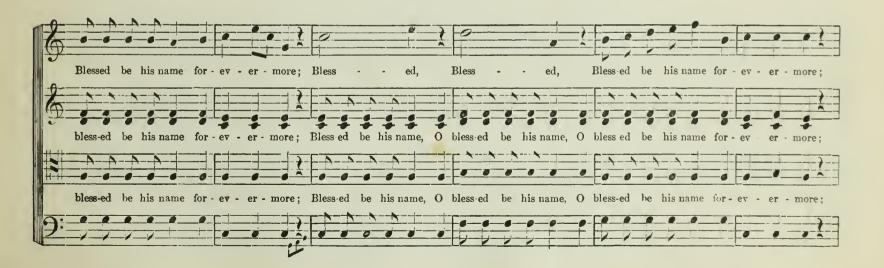






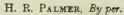








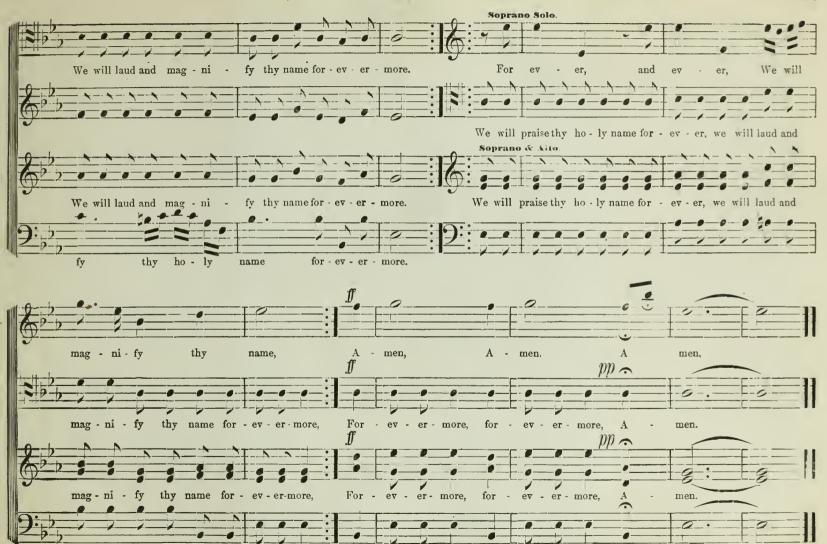












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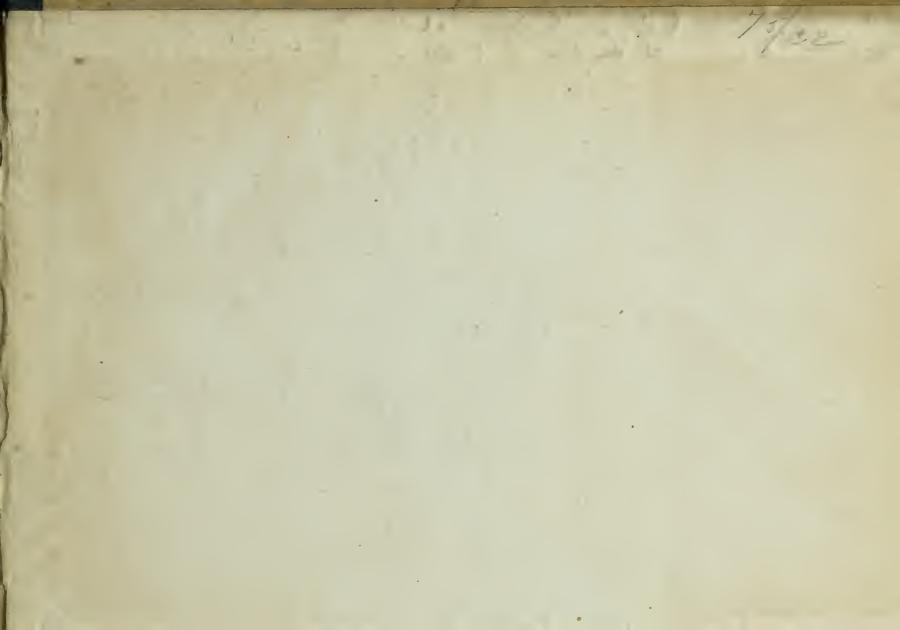
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